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ABSTRACT

A project to develop grass roots alternative diploma study (Project GRADS) was undertaken for the purpose of formulating and implementing a multimodal, systems approach to preparing rural adults to pass the General Educational Development (GED) Tests. During the year-long, countywide program, GED programming was developed and delivered via the local public information television channel, videotaped lessons available for home use on videocassette records and televisions, regular GED study lessons published daily in the local newspaper, counseling and tutoring programs, and small group community-based study sites. By the end of the project, close to 400 residents of Huntingdon County, Pennsylvania participated in the outreach program. Included among the program participants were inmates from the nearby county and State prisons, elderly persons, unemployed and underemployed individuals, Headstart mothers, and youths with a history of delinquent activity. It was concluded that the project can serve as an effective model of rural GED preparation programming. (Appendixes to this report include various project news releases, sample forms, copies of the 23 project lessons printed in the local newspaper, and the text of a report entitled "A Comparative Study of General Educational Development Test Preparation Strategies" by Priscilla S. Carman.) (MN)

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ED254679

PROJECT GRADS

(Grass Roots Alternative Diploma Study)

Harold S. Kimmel & Geoffrey S. Lucas, Project Directors

Pennsylvania Department of Education
Division of Corrections Education
Bureau of Curriculum & Instruction
c/o The State Correctional Institution
Education Department, Drawer "R"
Huntingdon, Pennsylvania 16652

(814) 643-2400

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Division of Adult Education, Continuing Education & Training Programs

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ABSTRACT

Project "GRADS" proposed to develop and implement a multimodal, systems approach to rural adult GED preparation. This yearlong, county-wide program accomplished the following: presented regular GED study lessons in The Daily News newspaper; cablecasted video study lessons over the local TV public information channel; provided rural areas with TV/VCR viewing of the video study lessons; and offered counseling and tutoring services and small group community-based study sites. "GRADS" low-cost effectiveness was maintained through the voluntary combined cooperation of The Daily News, The Huntingdon TV Cable Company, local businesses and social service agencies and organizations. This rural delivery model was unique to Huntingdon County because it:

- (1) addressed a predominantly rural population 40% of whom lacked either a high school diploma or a GED;
- (2) provided academic upgrading and time structuring for an 18% idle work force;
- (3) featured home study and local community-based teaching/tutoring contact sites as no forms of public mass transportation exist;
- (4) had the distinction of being the first countywide adult GED preparation program.

"GRADS" can effectively serve as a model rural GED preparation program as its success was entirely dependent upon countywide volunteer cooperation, not a large budget. States with similar rural areas, like Huntingdon County, could capitalize on this innovative, appealing GED preparation approach to adult education.

Introduction:

A. Background & Development of "GRADS"

"GRADS" originally began as part of an attempt to deal with prison overcrowding at the State Correctional Institution in Huntingdon, PA. (SCIH) by introducing a self-study correspondence program that could help to alleviate the persistent problem of waiting lists for regular courses. Written study lessons based on the Vineland, New Jersey "Never Too Late" newspaper GED lesson format were to be the mainstay of this self-study program.

At the same time the prison education department had in its possession a TV/GED videotape preparation program entitled Kentucky Educational Tapes (KET). These video lessons were being used in one of the prison classrooms on a limited basis and to our thinking they had the potential for wider distribution. Originally it was thought that since a majority of SCIH inmates had cable TV, cablecasting this video program throughout the institution could dovetail and supplement existing prison education programming.

After contacting the cable TV company to explore inhouse cablecasting feasibility and options, we were informed that restricted prison-only cablecasting was possible, but it would require equipment modifications at a considerable expense. The cable TV company went on to add that community-wide cablecasting over the already existing public information channel would be both easier and cheaper to manage. They offered to cablecast free as a public service.

It was at this time that we considered the possibility of combining the KET TV format and the Vineland "Never Too Late" GED newspaper format, in a countywide GED project, for Huntingdon County was one of the only counties in the state lacking a

substantive adult education program. The directors contacted Huntingdon County's major newspaper, The Daily News, in an effort to solicit their ideas and cooperation as to how the "Never Too Late" lessons could be optimally presented to the local county communities. A series of meetings developed between the directors and the publisher and management staff of The Daily News. These proved to be enormously fruitful, laying the groundwork for serializing lessons, printing up supplements of all 36 lessons for non-subscribers, projecting tentative project starting dates, and establishing possible linkages with Juniata College and The Huntingdon County Library. The cost of printing the lessons, the newspaper maintained, could be handled either through local advertising efforts or could be assumed by the paper as a public service. Project momentum accelerated primarily as a result of The Daily News' interest, enthusiasm, and stated generosity.

At this point in "GRADS" development, we felt that a vital program ingredient was missing. A "reach-out-and-touch" component enabling personal contact seemed necessary if a combination of the other two programs (KET & "Never Too Late") were to work efficiently as possible. This concern was echoed by the cable company, the newspaper, and other contacts. Research, likewise supported this contention. We then began to contact agencies, businesses, organizations, institutions, and social service groups in an effort to implement what was to become the third "GRADS" component, the teaching/tutoring sites.

Subsequent contacts and exchanges of ideas with (1) The Huntingdon County library (as a potential teaching tutoring site), (2) Juniata College (as a possible source of volunteer tutors/teachers), (3) the local school district (or GED testing at the completion of a project), (4) Area Agency on Aging (to utilize

senior citizens as hostesses and greeters at some of the teaching tutoring sites), (5) the intermediate unit (who persuaded us to use public school buildings as teaching/tutoring sites rather than churches & fire halls), (6) the various school districts and vocational technical school (who offered us unlimited access to their schools and VCR equipment) and many other agencies, service groups, and businesses & industries went on to lay the foundation for what was to become Project "GRADS", the thrust of which eventually assumed countywide dimensions.

B. Need/Target Population

To research the need for a broader, countywide project, the local County Planning office furnished us with the following statistics:

- (1) 61% of the population have high school diplomas or GED's;
- (2) 39% do not have either high school diplomas or GED's;
- (3) 8.6% of the population have college degrees.

A 1980 advance report by the US Department of Commerce revealed a countywide population of 42,253. The alarming figures coupled with a 18% countywide unemployment figure and the fact that no countywide adult education program existed, save a small neighboring county ABE/GED satellite program, convinced us all the more of a real need to make this program available to the civilian community of Huntingdon County. The following additional statistics served to reinforce this idea (Mid-State Literacy Council):

- (1) 49% of PA's adults (25 and over) lack a high school diploma;
- (2) 30% of PA's adult population are functionally illiterate;

(3) PA ranks 50th out of the 50 states in terms of

state financial support for adult education;

(4) And current funding enables PA to reach about 2% of the current ABE target population.

Thus, the need for a program that would address the problem of reaching the rural, hard-to-reach GED student seemed great. At the local level, the Altoona Community Education Center, contracted by the Huntingdon Area School District and the Mount Union Area School District, offered small locally-based satellite ABE/GED programs for the past several years. These programs, however, realistically provided ABE/GED classes for approximately 30 students countywide. There were no other such classes available to Huntingdon County adults other than a small JPTA program for 21 year olds and under. Project "GRADS" main emphasis, therefore, was to reach out to the majority of the available adults in Huntingdon County whose needs were not being met by the existing adult education services, particularly those in the rural areas where adult education was heretofore non-existent. Since no mass transportation exists anywhere in the county, particular attention was paid to provide services which utilize the various local community resources throughout the county which could maximize adult involvement in key locations. Exploratory contracts with each of the four major school districts (Huntingdon, Juniata Valley, Mount Union and Southern Huntingdon) regarding the feasibility of such a project spawned enthusiastic response and across-the-board support. Additional identifiable need populations were recognized, such as a great number of senior citizens, a significantly large number of single unwed mothers (highest teenage pregnancy rate in the state), and a rather larger group

of high school dropouts coupled with an even larger contingent of unskilled, undereducated workers.

C. Project Priorities and Participating Agencies

The particular priority addressed by this project proposal was the development of an Adult Basic Education curriculum which was to be innovative, specific, and one which used a variety of instructional techniques combining state-of-the art technology. In addition, we hoped to establish and implement a replicable model Adult Basic Education program linking already existing community organizations & resources while at the same time addressing special needs populations such as the institutionalized, the aging, chronically unemployed, and underemployed.

It remained our intention to likewise develop a cost-effective delivery system through a small grant of \$5,000 or less.

These priority areas were incorporated in our implementation of Project "GRADS" (Grass Roots Alternative Diploma Study), a predominantly rural GED preparation delivery program designed to intergrate existing community resources with non-traditional instructional components. Also, by working with local school districts and in cooperation with the existing, albeit small ABE/GED programs, and the local literacy council, "GRADS" was able to reach out to all levels of ABE/GED students. The project's primary emphasis however focused on GED ability level students.

Participating agencies & service organizations utilized by Project "GRADS" included the following:

- * Adult Education & Training Programs Division, PA
Department of Education
- * Altoona Community Education Center

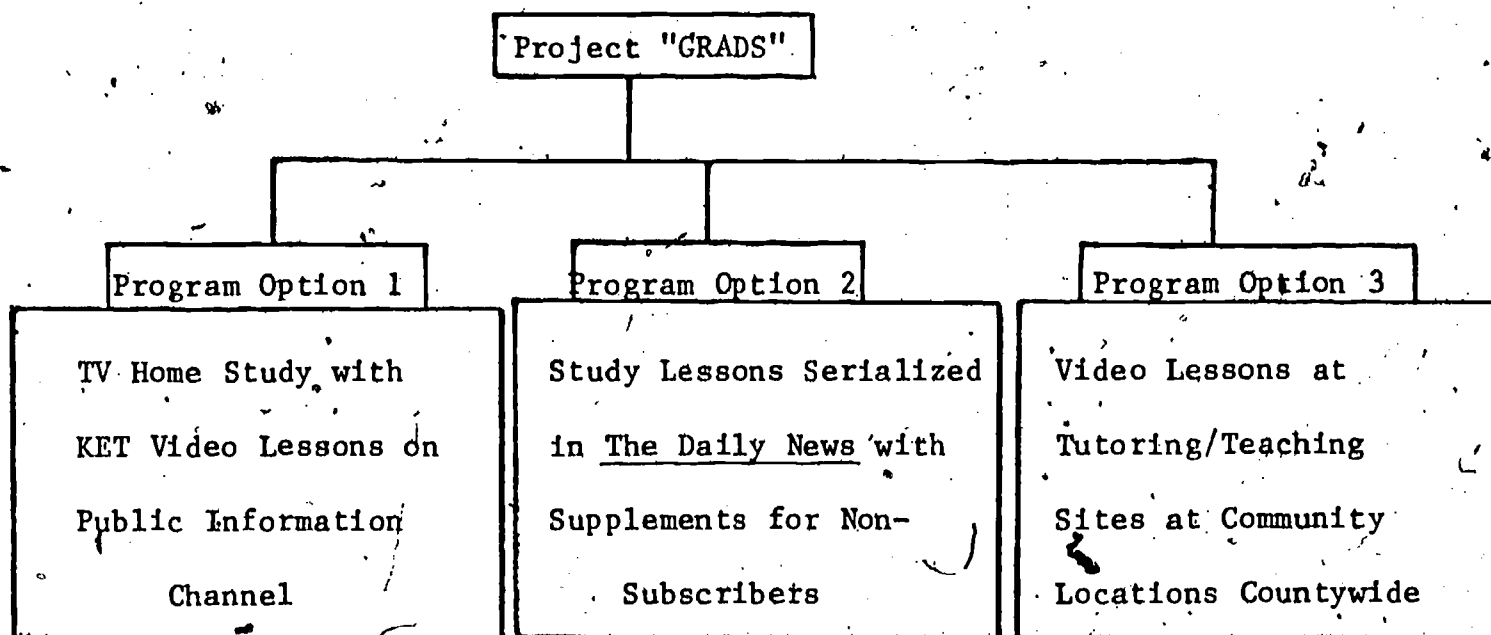
- * American Association of University Women
- * Area Agency on Aging
- * Business & Professional Women
- * Correction Education Division, PA Department of Education
- * Headstart Mothers
- * Huntingdon Area School District
- * Huntingdon County Library
- * Huntingdon County Literacy Council
- * Huntingdon County Prison
- * Huntingdon County Vocational Technical School
- * Huntingdon TV Cable Company
- * Indiana University of Penna.
- * Intermediate Unit #13
- * Juniata College
- * Juniata Valley School District
- * Local Lions Clubs
- * Mount Union Area School District
- * PA Retired Public School Employees Association
- * Pennsylvania State University
- * Retired Senior Volunteer Program
- * Southern Huntingdon County School District
- * State Correctional Institution at Huntingdon
- * The Daily News
- * Tuscarora Intermediate Unit #11

Innovative utilization of these state and local resources to complement Project "GRADS" is outlined in the project objectives section of this final report.

D. Description of the Project

By being the first countywide GED preparation program in Huntingdon County, Project "GRADS" planned to interface with these varied agencies and service organizations by combining state-of-the-art technology (in the form of video GED study lessons), self-study newspaper lessons, and one-on-one or small group tutoring/teaching. This multimodal format or delivery system capitalized on popular media forms and combined ongoing, personable contact to insure both a meaningful and varied instruction.

E. Project Design Visual



F. Time Schedule

July, 1983

to

August 15, 1983

(1) Contacted Cable Company, Cambridge

Book Company (licensing rights, and

The Daily News newspaper;

(2) Contacted key project participating

agencies to establish an advisory

board;

- (3) Designed posters and brochure for publicity & promotion;
- (4) Contacted Area Agency on Aging for RSVP (Retired Senior Volunteer Person) involvement as hostesses & greeters;
- (5) Reviewed and selected "Never Too Late" study lessons with supplemental lesson material;
- (6) Ordered student videotexts & teacher guides which accompany KET video lessons;
- (7) Ordered 3/4" VCR player/recorder;
- (8) Contacted local school districts and vocational technical school to establish video locations and tutoring/teaching sites;
- (9) Secured extra sets of KET videotapes in varying formats;
- (10) Printed "Never Too Late" supplements for non-subscribers to The Daily News;
- (11) Dovetailed "Never Too Late: newspaper lessons with KET video lessons and established a cablecasting & newspaper lesson schedule;
- (12) Recruited volunteers from the varying participating agencies and held volunteer training meetings;
- (13) Began four part promotional series in The Daily News;

August 16, 1983

to

September 25, 1983

- (14) Solicited state prison inmates for participants;
- (15) Made promotional videotape for public information channel viewing;
- (16) Recruited students;
- September 26, 1983 (17) Began cablecasting KET video lessons;
- to (18) Kick-off Luncheon;
- March 31, 1984 (19) Began serializing newspaper "Never Too Late" study lessons in The Daily News;
- (20) Opened video locations/tutoring sites in 7 key areas countywide;
- January 19, 1984 (21) Offered GED practice testing;
- February 23, 1984 (22) Opened two additional study sites;
- February 24, 1984 (23) Offered 1st round of GED testing and concluded video cablecasting;
- March, 1984 (24) Concluded "GRADS" program at six video locations/tutoring sites;
- February, 1984 (25) Offered additional GED testing;
- to June, 1984
- June 8, 1984 (26) Held GED graduation ceremony at SCIH
- June 25, 1984 (27) Held "GRADS" graduation ceremony at Juniata College;
- July, 1984 (28) Disseminated student evaluative questionnaire;
- July, 1984 (29) Evaluated project impact and wrote
- to August, 1984 final report;

G. Project Personnel

Project "GRADS" was unique in that all project personnel were voluntary. Dual directorship was deemed necessary so that

coordination in both the northern and southern ends of Huntingdon County would be possible. Supportive staff, including a secretary, tutors, telephone counselors, and hostesses were likewise voluntary. Harold S. Kimmel and Geoffrey S. Lucas served as project directors and tutor/teachers.

As project directors, volunteers Kimmel & Lucas were responsible for the following:

1. overall direction of the project;
2. collecting and organizing equipment, materials, and supplies;
3. coordinating the three countywide components for the eight community contact/delivery sites;
4. recruiting, interfacing, and supervising volunteers within the various program components;
5. teaching/tutoring at various community contact/delivery sites;
6. program publicity;
7. evaluating project effectiveness;
8. managing the budget;
9. preparing reports, including the final report.

Mr. Harold S. Kimmel is currently the Pennsylvania Department of Education Field Coordinator for Adult Corrections Education at the State Correctional Institution at Huntingdon. He has been administering adult education programs for the past 10 years. Prior to entering the Adult Correction Education, he was a public school counselor for 17 years. Mr. Kimmel holds a B.S. Degree in Secondary Education from Juniata College and a Master of Education Degree in Educational Administration from the

Pennsylvania State University. In addition he has done additional graduate work at Shippensburg University, University of Pittsburgh, University of Maryland, and Penn State (ABD). He also attended numerous conferences and workshops throughout the eastern portion of the United States on various aspects of adult education.

Mr. Geoffrey S. Lucas has been employed by the Pennsylvania Department of Education as the academic counselor at the State Correctional Institution in Huntingdon for the past five years. Prior to this, he set up one of the first adult learning centers in use in a PA State Correctional facility. Mr. Lucas holds a Bachelor of Arts Degree in English from Baldwin-Wallace College, a Masters Degree in Secondary School Guidance & Counseling from Kutztown University and his reading specialist's certification from Penn State University. He is the author of several articles germane to adult education and has headed local and regional workshops in individualized instruction, Transactional Analysis, and community education.

At the programs's end, there were close to sixty voluntary key personnel that contributed significantly to the success of "GRADS." Particularly outstanding were the staff of The Daily News and the personnel of the Huntingdon TV Cable Company. Other noteworthy program affiliates included the Chief School Administrator for Huntingdon County, all four major school districts, the vocational technical school and the Huntingdon County Library & its personnel.

H. Report Audience

The GED Grass Roots Alternative Diploma Study ("GRADS") model will be of benefit primarily to GED supervisors, community caring individuals, or just about anyone who is interested in

offering low-cost, high-interest, adult-level GED preparation for both urban and rural areas. Each of the three "GRADS" options is self-contained. Any program site, whether rural or urban, can utilize any of the options provided the options are available in a given area: TV cable, newspaper and public school buildings. It may be possible to offer the one-on-one assistance in churches, fire halls or buildings with any vacant space. If cable TV cablecasting is not feasible, VCR equipment can be utilized. Purchase of KET GED instructional videotapes is not deemed essential. Sufficient sets of these tapes abound and can be borrowed to reduce operational costs. Local school districts will furnish VCR equipment.

I. Dissemination

Permanent copies of the report will be on file with:

- (1) Pennsylvania Department of Education
Bureau of Vocational Education
Division of Adult Education, Continuing Education,
and Training Programs
333 Market Street
P.O. Box 911
Harrisburg, PA 17126
- (2) Pennsylvania State University
Curriculum Library
State College, PA
- (3) Cambridge, The Adult Learning Company
888 7th Avenue
New York, NY 10106

(4) School of Continuing Education

Adult Education Center

Indiana University of Pennsylvania

Euhler Hall

Indiana, PA 15701

Chapter I

Project "GRADS" objectives were as follows:

Objective #1: To provide through local cable television, Kentucky Educational Tapes (K.E.T.) home study G.E.D. preparation video lessons to adult students, levels 9 through 12.

Number of sets of videotexts checked out was ---- 260+

A. Recruitment Procedures for Objective #1

1. A 25 minute Public-Service Announcement videotape aired on local cable channel 12 with follow-up spot radio ads.
2. A comprehensive publicity campaign appeared in both local newspapers (see Appendix A).
3. Posters and pamphlets were displayed in key locations throughout the cablecasting area and countywide (see Appendix A).
4. Letters of program intent and endorsement were sent to local churches throughout the county (see Appendix A).
5. Fliers were sent to all the local school districts to be distributed to elementary and junior high school students to take home to their parents (see Appendix A).

B. Component Design/Delivery Activities for Objective #1

The local Huntingdon County Library and its Bookmobile were utilized to distribute/and or deliver sets of K.E.T. student videotexts which accompanied the videotaped lessons. In addition, sets of videotexts could be checked out free at several of the tutoring/teaching sites throughout the county. This was part of an attempt to reach out to those who because of transportation, scheduling, or child care problems could not attend G.E.D. classes.

1. Project registration was initiated by the student who filled out a registration form. These forms appeared in both local newspapers, at the main county library and its three branches, and in the pamphlets and fliers in circulation around the

- county at local businesses, bars, and at other centralized areas accessible to the public (see Appendix A);
2. Students could mail the registration forms directly to either project coordinator or drop them off at local libraries, The Daily News newspaper office, or send them with the bookmobile;
 3. Attempts were made through local TV advertisements and by public service announcements to solicit participants. Cablecasting schedules were made available so students could follow along with the ongoing cablecast lessons or anticipate future cablecasts (see Appendix A);
 4. Upon receipt of the student registration form, each contact was mailed a postcard detailing the start of the project (see Appendix A);
 5. A volunteer counselor was then assigned to a block of students. Follow-up telephoning was accomplished and students were informed regarding the project format and the various videotexts to be checked out free from either the libraries or bookmobile or at some of the tutoring/teaching sites;
 6. For those students with no telephone, a project pamphlet was mailed out which selectively highlighted the more relevant sections of the project;
 7. State and county inmates were contacted, via an institution-wide memo, soliciting their participation (see Appendix A);
 8. Ongoing support services were provided directly to each student so that homestudy students would have access to help via the telephone;
 9. Students were advised not to telephone the cable company. Referral phone numbers were provided;

10. For a detailed breakdown of the contents of the Cambridge Videotape GED Program, refer to Appendix A;
11. Upon completion of the video lessons, participants were encouraged to take the GED test. Special arrangements were made so that two test sites were operational, one in the northern end and one in the southern end of the county. Student participation in the home-study component was documented via the GED test information sheet distributed at the GED test center (for example, see Appendix A);
12. About midway into the project, students were encouraged to practice test. Routine TV announcements, radio spot ads, and newspaper ads spelled out the details of this testing. Participants could then go to any of the four libraries or contact either project coordinator to check out a practice test w/answer sheets. Upon completion, they were telephoned and explained the results by a trained counselor. In many instances, direct mail was more feasible.

C. Local Cable Television Home-study Component Evaluation (Objective #1)

The local cablecasting of the K.E.T. on Public Information Channel 12 was a mixed success. Although there were 4600 cable subscribers, thus a potentially large group of participants, it was difficult to identify the number that actually did participate using the cable-casting option. There were a number of factors that more than likely contributed to this problem:

1. Not everyone who watched the TV lessons was formally registered;
2. Although each project option was separate, and self-contained (see Objectives #'s 2&3), an attempt at by-option accountability proved difficult;

3. Some viewers apparently selectively viewed the K.E.T. series, watching only those videolessons that mattered to them;
4. An appeal to try to identify solely TV viewers was not successful.

There were some problems associated with the cablecasting option:

1. At first, tapes had to be furnished to the cable company, piecemeal, until a complete set was located;
2. To secure a pirate-free broadcast-quality set of VCR tapes presented an initial problem;
3. A cablecasting fee was required from Cambridge: The Adult Education Company;
4. Cue cards and spot-announcement cards, to properly introduce each lesson and maintain project continuity, had to be prepared weekly (see Appendix A);
5. The K.E.T. videotape lessons presented instructional information rather quickly. As a result, some students failed to grasp concepts with only one viewing. This was particularly evident in the math and the English portions. Multiple viewings, coupled with fifth week reviews (systematic replays of all ongoing lessons), seemed to help. Others found the videotapes so entertaining that they sometimes forgot the content message;
6. Diagnostic testing, for the most part, was not done on "GRADS" participants. Perhaps were initial mass efforts at pre-testing made, better screening would have resulted along with even more referrals to either the Literacy Council or a lower level ABE program ;
7. Of & by itself, cable T.V. home viewing without personable contact (tutoring or visiting a site) was not as productive as T.V. viewing of the KET video lessons at a teaching/tutoring contact site.

Some of the positive spin-offs of cablecasting combined with the student videotexts were:

1. library services and bookmobile use was expanded to provide direct service to a heretofore largely unserved population;
2. a strong linkage with the library was established with adult education. Eventually the library went on to secure cable hookup and its own VCR equipment--all logical extensions of "GRADS;"
3. adult students who were having problems with the content portion of the video lessons were able to enter into existing ABE/GED programs, and/or the literacy council, or any of the "GRADS" tutoring teaching sites or they could go to the Huntington County Library where a complete set of videotapes with VCR equipment was available for individual viewing or reviewing any time during normal library hours, throughout the duration of "GRADS;"
4. as cablecasting was provided free as a public service, this generosity paved the way for in-kind hookups with local businesses and industries;
5. a large prison inmate contingent was able to view the video lessons. We were able to officially enroll nearly 60 inmates, thus augmenting prison in-house educational services;
6. positive project feedback coupled with community enthusiasm were generated as video lessons entered private homes at no cost;
7. student videotexts proved to be so popular that our initial stock of 125 sets (three books to a set) was rapidly depleted; securing additional sets quickly presented a problem both for the students and coordinators.

Chapter II

Objective #2: To develop and distribute serialized newspaper GED self-instructional, home-study lessons adapted from the Vineland, New Jersey "Never Too Late" program format and at the same time to provide free newspaper lesson supplements (containing all the home study lessons) to non-subscribers.

Number of copies of free lesson supplements printed by The Daily News1,000+

Approximate number of students participated 250

A. Recruitment Procedures for Objective #2

Once both the development and design of this option were effected, the start of the "Never Too Late" option of "GRADS" intentionally coincided with the beginning of the cablecasting of the KET videotapes. The combination of these two options served to provide students their choice of study methods & materials.

Recruitment procedures for this option paralleled the procedures outlined in Objective #1, Section A. Additional newspaper advertising was implemented (see Appendix B) for recruitment purposes & publicity purposes.

B. Component Design/Delivery Activities for Objective #2

The Daily News newspaper printed over 1,000 supplements free as a public service to "GRADS" in addition to its regular serializing of two study lessons weekly for 22 weeks.

1. Refer to Appendix B for a complete copy of the "Never Too Late" self-contained newspaper study lessons;
2. Students enrolled in the program via newspaper "coupons", pamphlet registration forms, flyers, phoning in, etc.;

3. Newspaper supplements, for non-subscribers, were available for student pickup at the main Huntingdon library and at each of its branches and bookmobile, plus at The Daily News newspaper office, and at the various teaching/tutoring sites throughout the county. A time schedule was also made available should the student wish to interface the newspaper lessons with the cable video lessons (see Appendix B) plus to enable the student to set a comfortable working pace (2 lessons weekly) and work from easier lessons through to the most advanced lessons;
4. In anticipation of late project add-ons, while at the same time enabling any enrollee to grasp the material at his or her own pace, a review or catch-up week was built into the serialized format. The videotape format likewise reviewed every fifth week thus assuring project and option continuity. In addition, four detailed fifth-week review articles appeared in the paper, at review times, highlighting those topics and key areas essential to good understanding (see Appendix B);
5. Dovetailing the serialized newspaper lessons and the K.E.T. videolessons proved successful & vital particularly for those students involved in more than one study option. However, this interfacing was not without its problems:
 - a. there were 36 topics treated in the "Never Too Late" lessons and only 33 video topics. Occasionally, topics treated in one media were not treated in the other. If a student chose to use both study options in his/her preparation, however, complementary treatment proved more successful than not;

- b. the "Never Too Late" reading lessons heavily emphasized root words and spelling, providing little actual reading experiences: Students were encouraged to seek additional help, if needed, from any of the other options, particularly the video option either at home, on cable TV, or at a teaching/tutoring site.
6. Telephone numbers were provided should students have questions or problems. Often, problem students were referred directly to teaching/tutoring sites in their respective communities for additional assistance. They were not encouraged to call The Daily News office;
7. The first few newspaper lessons were found to be difficult starter lessons. As the newspaper lessons progressed, additional difficulties emerged:
- a. there were not sufficient practice exercises provided;
 - b. root words and definitions sections of the reading comprehension lessons proved tedious;
 - c. less abler students were easily frustrated by the sparsity of information present in the lessons and by the often demanding material.
8. In order to eliminate some of these problems, 100 copies of 36 additional, lower-level supplemental lessons were xeroxed by a local industry and made available free for check out at all of the 4 libraries and at most of the teaching/tutoring sites. These additional supplemental lesson books, complementing all of the newspaper lessons, were likewise self-instructional and self-paced. The abundance of practice and review exercises built into them, written purposely at a lower reading level than the newspaper lessons, made them

valuable allies for anyone relying heavily on the newspaper study option. Incidentally, these 196 page books were the result of local industries' volunteering their supplies & services for the good of the community & "GRADS";

9. About midway into the program, students were encouraged to practice test. As was previously explained in the Component Design/Delivery Activities for Objective #1, this proved to be an excellent means of gauging a participant's progress. And in some instances, provisions to test early with the GED test were made, or as in the case of poor performers, referrals were made to ABE programs or the local literacy council;
10. Upon completion of the newspaper lessons, students were encouraged to take the GED test at one of two sites especially created for the "GRADS" project in both the northern & southern ends of the county;
11. Student participation in home-study programs was also documented via a G.E.D. Information Sheet distributed at the GED Test Center at each of the 12 differently scheduled GED testing times.

C. "Never Too Late" Newspaper Study Lesson Component Evaluation (Objective #2)

This delivery/component portion of Project "GRADS" provided self-study GED lesson materials to approximately 250 participants or about 150 more participants than projected in the originally proposed objective. Distribution design was enthusiastically received by adult student participants and the community as well.

Because newsprint is an impermanent instrument, participants were delighted to have supplements available which contain all the lessons.

This latter format could then be conveniently referred to at anytime.

The serialized format, on the other hand, provided excellent publicity as weekly presentations were frequently accompanied by project-related articles.

It proved difficult to keep track of actual users as some failed to formally register. Often participants ended up sharing their materials with friends and relatives. This further compounded project accountability. It also appeared that some participants worked some but not all of the lessons. Others, because of the difficulty levels of the first few lessons, appeared to give up and/or seek out another program option. Had the 196 page supplemental exercise books been made available early on in the program, some of the lower ability-level students may have been more encouraged to stick with this option and the project. By the time the supplemental exercise books did become available, some students were confused as to what to do with the plethora of "GRADS" materials. Any confusion was attempted to be remedied by newspaper articles clarifying the usage of the variety of materials. However, many still sought out additional help at a teaching/tutoring site in their communities. Once there, they sometimes turned to the third program option, forsaking the newspaper lessons entirely.

Overall, the newspaper G.E.D. lesson delivery component provided self-paced, home-study materials to students who:

1. were unable to attend teaching/tutoring sites;
2. lacked cable T.V. in their homes;
3. preferred the privacy and convenience of self-study;
4. enjoyed the lessons coming directly into their homes;
5. appreciated this option in tandem with any of the other 2 project options.

In addition, this delivery medium provided a great deal of program visibility which served to contribute greatly to community awareness.

Interestingly enough, it was learned that the newspaper lessons were being used by GED preparatory students at a nearby youth forestry camp for delinquent boys and by high school English & math classes in some of the local public schools.

Chapter III

Objective #3: To provide, trained volunteer tutors who can offer individual or small group teaching/tutoring instruction at community-based sites throughout Huntingdon County to adult students, levels 9 through 12.

Tutors were provided for approximately 250 students.

A. Recruitment Procedures for Objective #3 (See procedures for Objective #1)

1. Brochure;
2. Appeals to local service groups (American Association of University Women-AAUW, retired school teachers, Business & Professional Women (BPW), etc.);
3. Newspaper articles;
4. Contacted local school districts.

B. Component Design/Delivery Activity for Objective #3

1. Tutors were recruited and trained by either project coordinator;
2. Tutors were then assigned a work site (see Appendix C);
3. G.E.D. student in-take and tutor/student coordination were provided by "GRADS" coordinators;
4. Suggested trial GED lesson plans and teacher guide supplied by coordinators (see Appendix C);
5. Site attendance sheets were maintained to monitor lax attenders & dropouts.

C. Volunteer Teaching/Tutoring Delivery Component Evaluation

It was this particular option that proved to be the most popular of all the "GRADS" options:

1. students received individualized help;
2. at many of the tutoring/teaching sites, VCR viewing of the K.E.T. videotapes was possible in conjunction with tutoring;
3. most sites had several tutors so that tutor rotational schedules could be set up;

4. several of the sites were strengthened with Area Agency in Aging volunteer hostesses. They provided coffee, served light snacks, and stationed themselves by the classroom door to greet arriving students.

By using local volunteer tutors to provide personalized and individualized instruction, the local A.B.E. & G.E.D. programs in Huntington & Mount Union were strengthened as volunteers chipped in and worked hand in hand with paid personnel. In addition, some student participants were channeled into these A.B.E./G.E.D. programs boosting these programs' enrollment as well.

It was felt that this option, more than any other "GRADS" option, met students' needs, as the personalized contact proved a very vital & popular ingredient.

Each teaching/tutoring site had the flexibility to adapt its teaching techniques to the particular site:

1. Some sites met weekly while others created an alternate night of study in addition to its weekly meeting to accommodate large turnouts. The most successful site in rural Southern Huntington County had nearly 90 participants show up;
2. Some sites with video capabilities combined the video lessons with tutoring/teaching on a one-to-one basis;
3. At one site, the youth forestry camp, newspaper lessons were used in conjunction with traditional GED instruction;
4. At another site, because the English video lessons were felt to be too difficult for a particular group of students, volunteer tutors/teachers taught a traditional lesson in English, forsaking the video English lessons;
5. At one of the sites where a regularly scheduled ABE/GED program was already operational, a portion of the class interested in the "GRADS" options adjourned to a vacant.

classroom to view the KET video lessons and work the "GRADS" materials. Others satisfied with the existing ABE/GED format went about their business.

Teaching/tutoring sites tried to best meet the needs of its individual students. Positive features were incorporated into these sites as well:

1. Site meeting evenings were purposely varied in case students wished to catch up on a missed lesson by seeking out another site on some other evening;
2. All sites equipped with video lessons attempted to keep the same video viewing schedule as other sites;
3. All teaching/tutoring volunteer instructors turned out to be former school teachers or persons school trained as teachers.

Some of the negative aspects associated with the teaching/tutoring sites were:

1. Accomodating a variety of VCR formats to existing equipment proved difficult. Quite regularly, sets of KET video lessons had to be shuffled from site to site because of format-machine incompatibility;
2. "GRADS" was not geared up for large participant turnout at any one site. One of the sites had 90 initial participants; another had over 50 turnouts. Most of the sites were classrooms in public school buildings, and in some instances adult participants simply couldn't fit into the small classroom chairs. Overcrowded classrooms had to be forsaken for larger rooms such as school libraries;
3. VCR equipment problems;
4. Coordinating volunteers.

What made this third option both a positive and satisfying one was the large number of volunteer personnel who contributed to its success. For instance, at one point in time, the society page editor, the managing editor, and the publisher's wife of The Daily News newspaper were all involved as tutor/teachers; both the owner and publisher, as well, remained very active throughout the duration of "GRADS."

Conclusion

Project "GRADS" was a tremendous success throughout all of Huntingdon County. What highlighted the "class act," as one student succinctly described "GRADS," was the effective utilization of existing community resources and support services coupled with a high-interest, multimodal GED rural delivery system. "GRADS" succeeded in effectively reaching out to the traditionally hard-to-reach adult GED student.

In all, more than 150 participants received their GED equivalency diplomas, plus record numbers turned out to GED test with accompanying record rates of passing. A graduation ceremony and reception at nearby Juniata College with R. Budd Dwyer, State Treasurer, as the keynote speaker, highlighted the late June event. In addition, the 2 small already existing satellite ABE/GED programs in Huntingdon County as well as the "GRADS" teaching/tutoring sites experienced record turnouts primarily because "GRADS" was able to:

1. recruit students in a personable manner;
2. offer a variety of high-interest study options;
3. man "traditional" ABE/GED programs with professionally trained volunteer aides (thus beef up teacher/student contact);
4. provide remedial materials on an as-needed basis;
5. maintain ongoing student contact throughout the duration of the project (100% student supportive);
6. make GED testing more accessible to outlying areas;
7. reward GED recipients with a one-of-its kind and first-of-its kind graduation ceremony;
8. effectively link up both public and private sectors in a team effort;
9. get adults to willingly return to school;
10. and pave the way for future adult ed. efforts like "GRADS."

"For ~~once~~," one student said, "there are people that really care about me!" Perhaps for the first time in the history of Huntingdon County, "GRADS" legitimized adult education. However, its real success came from its students. As the project kept in mind the original, disquieting preliminary statistics, it was able to penetrate those rural areas that were heretofore unsolicited. And keep in touch, it did: Regular phone calling helped; early dropouts were gotten in touch with right away (and if problems were solvable, students were encouraged to return to their studies or try a new or additional option); volunteers again contacted inactive students midway into the program and again at GED testing time, near the end of the program.

Initially, "GRADS" expected a participant group of about 100 enrollees. By the project's end, however, close to 400 participated. Students ranged in ages from 18 to 75 including county and state prison inmates, the elderly, the unemployed and underemployed, delinquent youths, and Headstart mothers. Its diversified delivery systems did much to create a very positive climate which spurred enthusiasm especially among local educators, businesses, and just about anyone who cared about:

1. getting people to feel good about themselves;
2. improving the caliber of the working class;
3. working together for the common good.

People were excited about "GRADS" "no strings" approach to adult education. Neighboring states and counties have considered replicating this attractive and effective low-cost adult education project.

Accompanying this final report is a master's paper done on the project by Penn State University as they too liked what "GRADS" had to offer (see Appendix D). In addition, "GRADS" statistics are included. They provide valuable demographic information and project results (see Appendix E). Also included in Appendix D are the results of the student feed-

back forms. Supportive communication from local senators and representatives, to include community leaders as well, is found in Appendix F.

The following represents a partial listing of recommendations or changes or inclusions the coordinators feel would improve upon the "GRADS" concept:

- (1) Include an A.B.E. component with good penetration capabilities;
- (2) ~~Pre-test all program participants with an adult level diagnostic instrument and build in prescriptive follow-up;~~
- (3) Hire a part-time teacher for each teaching/tutoring site to lend more permanence and consistency to the program;
- (4) Hire a part-time secretary to enhance accountability and data gathering as well as to provide for and collate demographic information for local research and local norm development;
- (5) Eliminate the cable TV home video lessons component, as the positive effects of this component (other than publicity) appeared minimal.

APPENDIX A

Grass Roots Diploma Study

The Daily News

8-13-83

P. 1

GRADS Join Hands To Help County Adults

Two Pennsylvania Department of Education employees at SCI Huntingdon have launched an innovative project which provides free General Educational Development (GED) preparation. Project "GRADS," or Grass Roots Alternative Diploma Study, revolutionizes standard GED instruction programs for it plans to bring GED preparation directly into the adult's home and his community. It attempts to reach out to Huntingdon County adults, forty (40) percent of whom lack either a high school diploma or a GED equivalency diploma.

"GRADS" directors, Harold Kimmel of Rockhill and Geoffrey Lucas of Huntingdon, have created a three phase or option program linking existing community services, local school districts, and area businesses. It is supported by federal funds channeled through Pennsylvania's Department of Education and by public service contributions by the Daily News and the Huntingdon TV Cable Company.

Why might someone need a GED diploma or even want one? The high school equivalency diploma could be an important first step to a new or better job, vocational training, college, military service, or even self-satisfaction. And the GED diploma is equal to a high

school diploma.

The 25 week "GRADS" program prepares an adult for the GED test. This nationwide exam contains only multiple choice questions in reading comprehension, math, and English. A 60 percent score is sufficient for one to earn the GED equivalency diploma in the state of Pennsylvania.

Countians interested in participating in Project "GRADS" are asked to fill out a registration form (See below). Similar registration forms can be found in "GRADS" pamphlets. These pamphlets will be available throughout the county. Registration forms can be dropped off at the Huntingdon County main or branch libraries or at the Bookmobile,

or they can be mailed directly to either program director. Anyone who does not have a high school diploma and who is at least eighteen (18) years old is eligible to participate. A counselor will then contact each interested adult and explain the variety of program options offered by "GRADS." There are three separate options. Each by itself can adequately prepare one for the GED, and each is FREE. Any combination of the three options is also possible.

OPTION NO. 1: Cable TV Home Video Lessons

If you are a subscriber to the Huntingdon TV Cable Company, home study video lessons are possible. Home

(Cont'd on Page 2)

PARTICIPATING AGENCIES

Adult Education & Training Programs Division, PA Department of Education
Altoona Community Education Center
Area Agency on Aging
Correction Education Division, PA Department of Education
Huntingdon Area School District
Huntingdon County Library
Huntingdon County Literacy Council
Huntingdon County Vocational Technical School
Huntingdon TV Cable Company
Juniata College
Juniata Valley School District
Mount Union Area School District
PA Retired Public School Employees Association
Retired Senior Volunteer Program
Southern Huntingdon County School District
State Correctional Institution at Huntingdon
The Daily News
Tuscarora Intermediate Unit No. 11

(cut on dotted line)

REGISTRATION FORM

NAME TELEPHONE
ADDRESS
AGE DATE OF BIRTH LAST GRADE
COMPLETED
ARE YOU A SUBSCRIBER TO THE DAILY NEWS?
ARE YOU A SUBSCRIBER TO THE HUNTINGDON TV
CABLE COMPANY?
DO YOU HAVE TRANSPORTATION?
HOW DID YOU LEARN ABOUT PROJECT "GRADS?"

Mail Registration Forms to: Harold Kimmel, Box 235 Orbisonia, PA 17243 or Geoffrey Lucas, Box 243-A RD 1, Huntingdon, PA 16652.

You can also drop this form off at the library or Bookmobile.

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Human Services Council Meets

Seventeen members of the Huntingdon County Human Services Council met in regular session at the First United Methodist Church, Huntingdon at noon yesterday to hear reports on a number of human service programs that will be getting under way in the county this autumn.

Members also received a status report and some statistics from Ellen Walter, planning and development intern who set up and operates the county's information and referral service from the courthouse.

HCIR Report

Ms. Walter reported 48 calls in the 14 working days so far this month and gave a breakout of the statistics in a number of categories; male and female callers, heaviest day for calls, high target areas for requests or information, which agencies are getting the greatest number of referrals, etc.

The program operates on a portion of the county's com-

munity services block grant funds, and is an attempt to meet one of the highest priority needs identified in the county's coordinated plan of services.

Public relations efforts are continuing, Ellen said. Radio announcements and broadcasts, and a public service announcement on television have been set up. Decals will be arriving shortly and the speaker distributed pamphlets describing the service, which have just been printed.

The HCIR number, 643-4202, provides information, help with problems, or answers

(Cont'd on Page 6)

Human

(Cont'd from Page 1)

questions about county programs and services, to callers, free of charge. Up-to-date information is available on such topics as child care, health, education, consumer affairs, animal care, county activities, day care, drug and alcohol, emergency fuel, GED, homemaker services, illiteracy, legal services, local ordinances, marriage counseling, parental training, recreation, rehabilitation, sheltered workshop, support groups, and a variety of special medical, health and social services organizations.

HCIR operates Monday

through Friday, 8:30 a.m. to 4:30 p.m. out of the planning and development department in the courthouse. Ms. Walter has been going around speaking to various agencies about the program and invites anyone interested to stop by the courthouse to see the HCIR setup.

Vice chairman Ellen Jaeger conducted the meeting and elicited comments about new fall programs, now just getting under way.

Health Education

Jack Lux of the Broad Top Area Medical Center described a new health promotion and disease prevention effort which he is coordinating in the Broad Top region. Basically a health

education program, it has four target areas which include smoking and hypertension.

The effort is aimed at increasing utilization of the rural medical centers in the region, and includes Southern Huntingdon area, the Broad Top, northern Bedford County and a small portion of Fulton County.

Karen Bower cleared up the confusion over the GPS group homes by explaining that GPS is a new partnership which

has taken over the responsibility of running two group homes, one in Huntingdon and one in Smithfield, and a minimal supervision program (basically an independent living program) for the mentally retarded.

"I Can Cope"

Jaeger herself described the I Can Cope project being stressed by the Home Nursing Agency this fall. Developed by the American Cancer Society, this is a series of eight sessions (beginning Sept. 13 at 7 p.m.) for some 10 to 15 persons who are trying to return to their daily lives after battling with cancer.

The program involves film strips, handouts, and talks by local speakers, and hopes to secure the involvement of persons who are "fairly well" as opposed to those who are "fairly sick."

The seventh meeting in the series focuses on local resources and Jaeger alerted the human service council members that the sponsors might be calling upon some of the human service agencies for input into that session.

Mary Anne Port announced that the Sept. 13 meeting of the Diabetes Unit will be held at 7:30 p.m. in the UNB community room in Mount Union. A demonstration of the glucometer is scheduled.

Transient Shelter

Capt. Cynthia Morris of the Salvation Army reported that the new room for overnight shelter for transients, in the basement of the headquarters building in Huntingdon, is being completed this weekend and invited agency members to stop by and see it.

Joan Coppes of Easter Seals announced a fund-raising golf tournament on Sept. 18, sponsored by Disney and O'Donnell, with prizes on every hole and three door prizes. Tickets for the match are \$15 and new proceeds will be matched dollar for dollar by the contracting firm on behalf of Easter Seals.

The announcement of a

major adult education program, unique of its kind, was made by Geoff Lucas and Harold Kimmel of SCI. Project GRADS began as a program to interest inmates at the SCI by helping them to improve their basic educational skills in preparation for taking a GED exam.

The program has expanded to become a countywide effort to reduce the number of Huntingdon County adults who do not have high school diplomas or the GED equivalent. Kimmel estimates that 40 percent of the county's adult population falls into this category.

The burgeoning project is assembling massive cooperation from library, newspaper and educational facilities, and is seeking volunteers from human service agencies and the general public to act as resource persons for English, math and reading tutoring.

Trained teachers are not needed. The lessons come on 34 video tapes (like an adult version of the Electric Company, Lucas said) and will be shown over local cable television twice a week (four broadcasts each tape) beginning in October.

The Daily News will be running similar study lessons

on the same schedule and will provide supplements for non-subscribers who wish to prepare for a GED test. Additionally, tapes will be available at six sites around the county, for people who miss lessons or who do not have access to cable television. These are the four high schools, the vo-tech school, and the county library.

Media Blitz

The entire course of study takes 25 weeks, and Kimmel and Lucas are gearing up to bombard the media with introductory material beginning the end of this month. Lucas provided posters and flyers for members of the human services council to distribute. He also reviewed briefly the tentative schedule for the course, noting that an automatic review is built in every five weeks.

The benefits of the program are manifold and Kimmel pointed out that one of the goals of the program is to have someone pick up and continue the adult education process in Huntingdon County once project GRADS runs its course. Huntingdon is one of two counties in the commonwealth which does not have a full-fledged adult

education program per se, Kimmel pointed out, although some small satellite programs are operated in the county.

Volunteers Needed

In addition to tutors, volunteers are needed to act as phone contact persons who can assist adult learners to understand some of the basic skills taught by the study course (either the tapes or the newspaper study lessons).

Cooperation with the project has been tremendously good, the men indicated, and most agencies and organizations which know about the plans have volunteered their resources to see it succeed.

Seventeen persons representing 16 agencies were present for the Wednesday human services council meeting.

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The Daily News

Saturday, September 3, 1983

AAUW Branch Ready To Start Season

The Huntingdon Branch of the American Association of University Women opened its 1983 - 84 year on Monday, Aug. 29, at 7:30 p.m. with a board meeting held in the Murray Avenue home of AAUW president, Mrs. Lorraine Brown. Fifteen members were present.

Closely following a written agenda, prepared by Mrs. Brown, reports were read and approved. Old business was concluded and new business conducted, including sub-committee and areas of interest material presented by chairpersons.

All of this was in readiness for presentation at the first general meeting to be held Thursday, Sept. 8, at 6:30 p.m. in the summer home of Mrs. Mildred Lindsay, Seven Points, Lake Raystown.

Newly elected vice president, Mrs. Sharon Giles, submitted her committee's program outline for the year, which was gratefully received.

One exciting new feature of the first meeting will be a preview of the new movement called GRADS, presented by Geoff Lucas of the SCI staff. Geoff's dream is to motivate educated people to share their education with those less fortunate, by a means he will explain.

A stimulating year lies ahead and all AAUW members are urged not to miss a single meeting. Anyone interested in joining the Huntingdon Branch of AAUW is cordially invited to contact the membership chairperson, Mrs. Ginny Gill by mail or telephone.

Part One Of A Series

'Never Too Late' Tells Story Of GRADS Plan

It's "Never Too Late" for Daily News readers who never obtained a high school diploma but now feel a diploma would benefit them.

Starting in late September, The Daily News will offer as a public service a series of high school equivalency home study lessons. The Daily News GED lessons, entitled "Never Too Late," are part of a pioneer, county-wide GED outreach effort called Project "GRADS" (Grass Roots Alternative Diploma Study).

These lessons represent one of three possible "GRADS" study options or plans available to Huntingdon County residents who lack a high school diploma. "Never Too Late" lessons by themselves can provide enough instruction to prepare an adult to take the GED examination. Each of the 36 lessons deals with English usage, basic mathematics, and reading comprehension.

Each week, two GED self-study lessons will appear in The Daily News. For non-subscribers, the newspaper will supply free lesson supplements. Lessons and sup-

plements will begin appearing during the week of September 26th in The Daily News and at The Daily News office or at the main and branch libraries or at the Bookmobile.

The lessons offered in The Daily News are a good indication of what a reader can expect when he or she takes the GED examination. The lessons will include a brief explanation of the subject matter and problems or questions to be done by the adult student. The GED examination will be offered in March of 1984 after all "GRADS" program options conclude. Testing sites are planned for Mount Union and Huntingdon.

For those adults who may want more instruction or perhaps a different type of instruction, in addition to the "Never Too Late" lessons, other "GRADS" study options are available. They include home study by cable TV and the establishment of county-wide contact sites with VCR (video cassette recorder) capabilities.

Viewers are free to choose one option or a combination of options that best suits their own needs. Each of the options is different yet each tries to accomplish the same goal: to get the adult student ready for the GED test in the way that

(Cont'd on Page 3)

Never

(Cont'd from Page 1)

suits him best.

Forty percent of the adults in Huntingdon County have not completed high school, so there should be no stigma attached to those readers who do decide that it's "Never Too Late" to get a diploma. In fact, society now looks favorably at those adults who continue their education. Last year alone, almost 22,000 Pennsylvania adults did just that by receiving their General Equivalency Diplomas (GED's).

GED's can be an important first step to a new or better job, vocational training, college, military service, and even self-satisfaction.

According to Project "GRADS" designers, Harold Kimmel of Rockhill and

Geoffrey Lucas of Huntingdon, adult continuing education is growing rapidly and changing, and we can no longer ignore the adult segment of our population.

Project "GRADS" is a Pennsylvania Department of Education project. It is the first of its kind in the state of Pennsylvania and perhaps nationally. In addition to the "Never Too Late" newspaper GED lessons, "GRADS" offers two other appealing study options which will be explored in parts 2 & 3 of this four part series.

Countians interested in participating in the project are asked to fill out a registration form so that a counselor can then contact each interested adult and explain the variety of programs options offered by "GRADS." Forms will be available throughout this series. Plus, they are attached to "GRADS" pamphlets which are in circulation county wide. The forms can be dropped off at the Huntingdon County Library or at any branch library located in Alexandria, Mount Union, or Orbisonia. Registration forms can also be dropped off at the Bookmobile, or they can be mailed directly to either program director.

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THE DAILY NEWS, Huntingdon, Saxton, and Mount Union, Pa., Friday, September 9, 1983

GET YOUR HIGH SCHOOL DIPLOMA IN YOUR SPARE TIME PROJECT "GRADS"

FREE NIGHT CLASSES BEGIN THE WEEK OF SEPTEMBER 26th, 1983

... ON HUNTINGDON CABLE TV (CHANNEL 12)..... Tuesday's & Thursday's
... AT JUNIATA VALLEY HIGH SCHOOL..... Wednesday's
... AT MOUNT UNION AREA HIGH SCHOOL Monday's & Tuesday's
... AT HUNTINGDON COUNTY VO-TECH SCHOOL Thursday's
... AT SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL Wednesday's
... AT HUNTINGDON COUNTY LIBRARY Monday's

INCLUDES...

TV Study in your own home
Free Study Lessons In The Daily News
Free Tutoring
Free Study Workbooks
Freedom To Attend Any Site

FOR MORE DETAILS COMPLETE THE FOLLOWING FORM AND FULL INFORMATION WILL BE MAILED TO YOU. RETURN THE FORM TO:

Harold S. Kimmel, Box 235, Orbisonia, Pa. 17243 OR
Geoffrey S. Lucas, Box 243-A, R.D. #1, Huntingdon, PA. 16652

(Form can be dropped off at any Library or Bookmobile)

NAME _____

ADDRESS _____

(YOU MUST BE OVER AGE 18)

PHONE _____

IT'S FREE!



Hear Details On GRADS Program

Geoff Lucas of Huntingdon, one of the designers of the GRADS (Grass Roots Alternative Diploma Study) program, described the program for the Huntingdon Branch of the American Association of University Women during the group's meeting this week. Branch President Lorraine Brown,

center, welcomed Lucas, as well as AAUW new members Claudia McClellan, Patricia Gopsill and Marilyn Hearn. The GRADS program is designed to assist persons seeking a high school equivalency diploma. See yesterday's Daily News for more details.

P.1

Opinion Line 643-4043

P.10



The Daily News Opinion Line columns will present the opinions and comments of our readers phoned to the "Opinion Line" from 5:30 p.m. until 8:30 p.m. Monday evening. Readers are invited to phone in their comments each Monday during the designated hours. When you make your call try to remember a few simple rules. If you dial and hear a busy signal then just hang up and try again later; If you have an open line, start to talk following the beep; Be sure to limit your comments to 150 words; Please call only one time per week to allow others an opportunity to express their opinion. The Daily News will endeavor to publish these expressions of opinion verbatim whenever possible, but reserves the right to edit, condense or eliminate comments that are in bad taste, potentially libelous, not substantiated by fact, repetitive, inaudible or garbled or that cannot be accommodated because of space limitations. If your opinion is not published and you wish the editor's reason, write Box OL, The Daily News, 325 Penn St., Huntingdon, Pa., 16652, for a response. Please include name and telephone number.



SATURDAY, SEPTEMBER 10, 1983

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I have seen brochures and posters around town concerning this GRADS project. I think it's great that we have such a program here in Huntingdon County and it's available free to anyone who does not have a high school diploma.

Two Times A Week On Channel 12

P.1

Huntingdon TV Cable To Air GRADS Project

If you are a subscriber of the Huntingdon TV Cable Company and never obtained a high school diploma, you may want to participate in a new program that allows you to study in the privacy and comfort of your own home.

Starting in late September, as a public service, The Huntingdon TV Cable Company will begin cablecasting video GED home - study lessons twice a week on Channel 12. Viewers will be fortunate to see two one - half hour lessons every week for approximately 20 weeks. The 34 video lessons, created by Kentucky Educational Television (KET) are professionally prepared. They use a variety of interesting and fast - paced methods to help get GED concepts across to the adult student.

Though the videotapes are well known in adult education

settings, their use outside the classroom has been very limited. To use the videotapes community wide, as is planned for Huntingdon in September, is a landmark for adult education in the state of Pennsylvania and especially a landmark for adult education in Huntingdon County.

The GED TV home - study lessons are part of a large scale county -wide GED outreach effort called Project "GRADS" (Grass Roots Alternative Diploma Study). As one of the three "GRADS" project study options available to all Huntingdon County residents, who are at least 18 years old and who don't have a high school diploma, the TV home-study lessons provide for a complete course in GED study. All you will need will be conveniently cabled directly into your home.

There are 10 videotapes on English grammar, 11 videotapes on mathematics, and 13 videotapes on reading improvement. To highlight the video presentation, three accompanying student commercial study guides key in on each videotape and actively involve the adult student in each lesson.

The study guides provide for "before," "during," and "after" watching activities and include practice GED pretests and posttests with explanatory answers and skill identification charts. Study guide sets will be available for free checkout in late September at the Huntingdon main and branch libraries or at the Bookmobile. Texts will also be available free at contact sites throughout the

(Cont'd on Page 3)

TV home - study lessons) is also possible. "Generally, the more options one practices on, the better equipped he or she is at test - taking time," states co-director Geoff Lucas of Huntingdon.

Geoff is an employee of the Pennsylvania Department of Education and works as an academic counselor at SCI Huntingdon's Education Department. Harold Kimmel of Rockhill, a Pennsylvania Department of Education administrator at SCI Huntingdon, also co - directs Project "GRADS."

"GRADS" is a Pennsylvania Department of Education experimental pilot program.

The idea for "GRADS" came about in several ways. First of all, both directors have a strong interest in adult education, and both see a real need for adult education here in Huntingdon County. Secondly, they were willing to experiment with several creative GED programs that are considered very suitable for community use. And finally, both developers were easily able to win the support of both community businesses and social service agencies who willingly assisted in the development of the project every step of the way. "GRADS" is truly a county - wide team effort.

Part three of this series continues with the development and evolution of PROJECT "GRADS." It highlights local school district and social service agency involvement. Look for project sign - up forms in this series and in "GRADS" pamphlets in circulation county wide.

Huntingdon

(Cont'd from Page 1)

county (See the sites listed in part three of this series).

The KET videotapes will be cablecast as a public service on Channel 12, the Huntingdon public information channel, every Tuesday and Thursday, beginning on September 26. Cablecasting times are 10:00 to 11:00 a.m. every Tuesday and Thursday mornings and 7:00 to 8:00 p.m. every Tuesday and Thursday evenings. For the viewers convenience there will be only two video lessons presented each week; this will permit four scheduled viewings of each video lesson every week.

TV home study is the second of three actual Project "GRADS" study options that will be available to Huntingdon County residents. It, like Option 1 ("Never Too Late" Daily News newspaper study lessons), attempts to reach out to the 40 percent who don't have a high school diploma here in Huntingdon County. And, like Option 1, it is free and by itself can adequately prepare one for the GED exam. A combination of Option 1 and Option 2 (cable

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Club News

45AAUW Members Meet At Lindsay's

The W.E. Lindsay summer home above Raystown Lake, provided a beautiful setting for the American Association of University Women's Sept. 8, meeting. Approximately 45 members and guests were present.

The first and last meetings of the AAUW year traditionally begin with a tureen meal. This meeting was of the sumptuous tradition with Mrs. Mildred Lindsay hosting; Mrs. Helen Egolf, chairperson, and the following committee assisting: Miss Elsie White, Mrs. Alice Banker, Mrs. Emily Baldwin, Mrs. Floretta Barton, Miss Esther Barr, Mrs. Margaret Kemp and Mrs. Janet Taylor.

A brief social period, quickie post-board meeting and time out for pictures preceded the formal opening of the meeting by president, Mrs. Lorraine Brown. Special guests and prospective members were introduced by membership chairperson, Mrs. Virginia Gill.

Three new members, Marilyn Hearn, Patricia Gopsill and Claudia McClellan, will add their talents to the new year's enrollment. Several other new members were unable to attend.

Among the special guests introduced by Mrs. Sherry Gilles were three candidates for political office, Republican Sue Snare and Democrat Eleanor Port for the office of tax assessor and Democrat Lou Hetrick for the office of county commissioner.

Geoffrey Lucas, representing the interesting "GRADS" (Grass Roots Alternative Diploma Study) program, sponsored by business and communication,

as well as social agencies in town, was asked to tell the organization about this educational project.

Mr. Lucas said that the literacy level among Huntingdon people is very low. Only 40 percent are high school graduates and seven percent college or post graduate level achievers. Also, the speaker reported prostitution and out-of-wedlock births among young women exceed those of all other areas in Pennsylvania.

The program "GRADS" is being advanced in the hope of alleviating some of these problems. More information regarding the "how" and "where" of this program is actively underway and will soon be widely broadcasted throughout Huntingdon and vicinity.

Miss Devona Nest's secretary's report was read and accepted, followed by treasurer, Joanne Gordon's presentation of the year's new budget.

Under cultural interests, Mary Ruth Linton announced an organ recital to be held Sunday, Oct. 9, at Oller Hall. A distinguished Bach organist will preside at the keyboard on that occasion.

Sue Ann Blakeslee also reported that Wilson College would be presenting The Bell of Amherst, Emily Dickinson, on Oct. 9-10.

Peace and National Defense will be the theme of October's program with librarian, Laurie Tynan, conducting. The meeting will take place in the home of Phyllis Henry.

Standing Stone Echoes was the name selected for the AAUW news circular periodically issued by Louise Hilliard.

The International study program, chaired by Janet Taylor, was scheduled for Tuesday afternoon at 2 o'clock in the home of Jo Swigart of Alexandria.

In closing, President Brown expressed appreciation to all who had contributed to the success of the organization in all its multiple features. A rising vote of thanks was extended to Ginny Gill in tribute to her outstanding summer library project for and with Huntingdon area school children.

Tues
9-13-83
The Daily News

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The Valley Log

a weekly newspaper

Volume IV Number 33

Wednesday, September 14, 1983 -- The Valley Log

25 cents

Serving these and other communities:

Shirleysburg

Allenport

Three Springs

Fannettsburg

Maddensville

Mount Union

Huntingdon

Orbisonia-Rockhill

Need a high school diploma? It may never be easier than through Project GRADS

When was the last time you saw a job advertised that read, "No education necessary, not even a high school diploma?"

You can be sure those jobs are few. You can be even more certain that they may be low paying, with little opportunity for advancement or promotion.

And in Huntingdon County there are thousands of adults who lack a high school diploma. It may have been "the thing to do" at one time, quitting school or just playing the fool so people wouldn't think you were intelligent.

But there are other reasons why some adults never received a high school diploma. Some found the

classroom too confining for their ideas or talents. Others were forced to drop out so they could help support their families. Others suffered long illnesses and felt awkward about returning to school when they were "older." There are many reasons.

But to help those hundreds of adults who want the benefits of a high school diploma, a new program designed to reach throughout the county will help them achieve that diploma. It is called Project GRADS.

GRADS stands for Grass Roots Alternative Diploma. The program provides study materials needed to prepare the adult student--those 18 years old or older--to take the General Equivalency Diploma (GED) test.

Best of all, the preparatory program is FREE.

There is no cost to view the televised study lessons, either in your home or elsewhere at VCR sites throughout the county. Study guides will also be published in the Huntingdon Daily News and extra copies of the guides will be available free at all Huntingdon County main and branch libraries.

Additionally, commercial study guides, which accompany the video format, can be checked out free at the main and branch libraries or from the bookmobile. A GED practice test is also available free of charge. There is a \$10 charge for taking the actual GED test.

(Continued on 6)

Project GRADS

(Continued from 1)

The final test consists of questions on five general subject areas, English grammar, social studies, science, reading skills and mathematics. The GED, when awarded, is recognized as a high school diploma in all 50 states.

The program is scheduled to begin on Monday, September 26.

How does an eligible person

get into this program? Look for the Project GRADS advertisement in The Valley Log this week and next week. Fill in the registration form and mail it to Harold S. Kimmel, Box 235, Orbisonia, PA 17243 or Geoffrey S. Lucas, R.D. 1, Box 243-A, Huntingdon, PA 16652. Forms may also be dropped off at any of the county library offices or the bookmobile.

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The Valley Log

Supporting GRADS

I'm glad to see a program like Project GRADS come along. The idea is to make it as easy as possible for adults without a high school diploma to earn one, at no charge.

It's also easy for The Valley Log to support the program and try to make it a success. After all, the present statistics are a little grim. According to the 1980 census, about 40 percent of the adult population of Huntingdon County does not have a high school diploma. That's nearly 16,000 persons.

There's more. Huntingdon County's unemployment rate has traditionally ranked high, hovering for a long time at 20 percent. Add to this the fact that the same census shows Huntingdon County has the highest rate of teenage pregnancies in the state. That's grim.

Like it or not, education is a factor in getting a job. If an employer has 10 candidates for a job--and this could be any job from clerk to manager--those without a high school diploma are nearly always the first ones dropped from consideration.

Does a little piece of paper make that much difference? You bet it does. It may not seem fair, but this is not always a fair world. Does that diploma automatically make a man or woman more employable, even though the day before they were the same person without a diploma? You bet.

Why would The Valley Log care? There are all the right reasons to care--to benefit our fellow citizens, to make the county a more attractive place for new industry to locate, to give citizens a renewed sense of self-pride, to make it easier for citizens to land jobs, etc...

There may even be a few selfish reasons. After all, a person with a diploma has a better chance of getting that job and buying newspapers. That same person, reading about current issues in The Valley Log, may become more involved in affairs of his or her borough or township. That means possibly more people would become involved in decisions of municipal government, or even leadership in clubs and social organizations. Interest in these affairs usually makes one more inclined to become a voter, and that

vote can help make or break an election.

It used to be common practice in many foreign cultures to deny the people's right to education. After all, it was much easier to control those ignorant masses than it was to deal with an educated public. Even in this country there have been efforts to deny equal educational opportunities to all of our citizens.

Yet, despite the privilege we have of attending school, many treat it casually. If it were denial of another right, like the right to bear arms or speak at a public meeting or petition our elected officials, there would be a tidal wave of opposition to any such attempt. But if we treat our freedoms casually and assume they will always be there, we may be risking their loss.

If you read about attempts by newspapers or radio or television reporters to cover a public meeting or seek information that is denied, you know that someone is fighting for one of your basic rights, the right to know what's going on. All too often, though, we take for granted that "someone" will be out there, like Batman and Robin or Superman, fighting for our rights. It doesn't always work that way. In borough council meetings, in township meetings, in school board meetings, there are always those who feel that some item--though it is public business--should be considered private or personal and not for publication. These are small battles, but they must be waged weekly and monthly as they arise. Freedom of the press is a right worth fighting for. So is the privilege of education.

Now that there is an effort to upgrade education in our schools, through the use of higher standards and exposure to current ideas and computer equipment, it is even more essential that those who missed these courses and their diplomas still be counted. And the way to be counted is with a high school diploma. Project GRADS can help.

A high school diploma may only be a starting point, but where can you go without one today?

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**Get your HIGH SCHOOL DIPLOMA in your spare time
Project "GRADS"**

FREE NIGHT CLASSES BEGIN THE WEEK OF SEPTEMBER 26th, 1983

- ... ON HUNTINGDON CABLE TV (CHANNEL 12)..... Tuesday's & Thursday's
- ... AT JUNIATA VALLEY HIGH SCHOOL..... Wednesday's
- ... AT MOUNT UNION AREA HIGH SCHOOL..... Monday's & Tuesday's
- ... AT HUNTINGDON COUNTY VO-TECH SCHOOL..... Thursday's
- ... AT SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL..... Wednesday's
- ... AT HUNTINGDON COUNTY LIBRARY..... Monday's

Includes: TV Study in your own home; Free study lessons in
The Daily News; Free tutoring; Free study workbooks;
Freedom to attend any site.

FOR MORE DETAILS COMPLETE THE FOLLOWING FORM AND FULL INFORMATION WILL BE MAILED TO YOU. RETURN THE FORM TO:

**Harold S. Kimmel, Box 235, Orbisonia, Pa. 17243 OR
Geoffrey S. Lucas, Box 243-A, R.D. #1, Huntingdon, PA. 16652**

(Form can be dropped off at any Library or Bookmobile)

NAME _____

ADDRESS _____

(YOU MUST BE OVER AGE 18)

PHONE _____

IT'S FREE!

BEST COPY AVAILABLE

FRIDAY, SEPTEMBER 16, 1983

IN A RUT?

**Take The First Step
Towards Getting Out!**

REGISTER FOR PROJECT "GRADS" GET YOUR HIGH SCHOOL DIPLOMA

**If you have not already registered for project
"GRADS" you may do so at any of the follow-
ing times and places...**

MOUNT UNION AREA SENIOR HIGH SCHOOL

Monday, September 26, 1983 7:00 p.m.

Tuesday, September 27, 1983 7:00 p.m.

HUNTINGDON COUNTY LIBRARY

Monday, September 26, 1983 7:00 p.m.

JUNIATA VALLEY HIGH SCHOOL

Wednesday, September 28, 1983 7:00 p.m.

SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL

Wednesday, September 28, 1983 7:00 p.m.

HUNTINGDON COUNTY VO-TECH SCHOOL

Thursday, September 29, 1983 7:00 p.m.

IT'S FREE!

INCLUDES

FREE Study Lessons In The Daily News

FREE Tutoring

FREE Use of Study Workbooks

FREEDOM To Attend Any Site On Any Night

GED Testing At End Of PROJECT "GRADS"

This Ad Sponsored By

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THE DAILY NEWS

SATURDAY, SEPTEMBER 17, 1983

P.1

To Help Success Of GRADS Program

School Districts, Social Service Agencies Unite

The educational level of today's work force is on the increase. However, the average worker entering the job market cannot spell and cannot structure an English sentence. As many as 72 million Americans cannot read and write above the fifth-grade level. In Huntingdon County, alone, nearly 40 percent of the adult population lacks a high school diploma or an equivalency diploma.

Starting in late September, Huntingdon County adults who decide it's not too late to obtain a high school diploma can participate in a free, pioneer program sponsored by the Pennsylvania Department of Education.

Project "GRADS", which stands for Grass Roots Alternative Diploma Study, offers three unique ways or options for the Huntingdon County adult student to help acquire the GED diploma. The 1st two options were explored in parts one and two of this series. They will be summarized

briefly later on in this third part.

Each of the project options is freestanding and in many cases by itself can provide for enough GED preparation. Several options when worked together, however, may yield more thorough preparation. Students are encouraged to work as many options as possible.

Perhaps the third "GRADS" option which attempts to reach out to all Huntingdon County residents is the most comprehensive of all the options. Option No. 3 involves a combined coordination effort of all Huntingdon County School Districts and major social service agencies. All this is being done so adults who want to get a GED diploma won't have to travel great distances to do so. Nor will adult students be confined only to classrooms for study. "GRADS" allows the adult to choose the way he wants to learn.

Beginning the week of September 26th, contact sites will be set up around the county. Each of these sites will be equipped with a VCR system (video cassette recorder), volunteer tutors and aides, and study guides for free checkout. Interestingly enough, each of these sites will air the same home study videotapes being shown by the Huntingdon TV Cable Company on Public Information Channel 12. Tutors and aides at each of these sites will provide free personal assistance in GED preparation. Only the Option No. 3 site at Huntingdon Area High School will not be equipped with a VCR system. For those Huntingdon residents not on the cable, a VCR site is planned at the Huntingdon County Library from 7:00 to 9:00 p.m. every Monday evening. Additional tutoring sites are being considered should there exist a need for extra sites.

Beginning the week of

September 26th, for those adults wanting this combination of free video study lessons and personal assistance, or tutoring, contact sites will be set up at the following locations and times:

(1) Juniata Valley High School - Every Wednesday evening from 7:00 to 9:00 p.m.

(2) Huntingdon Area High School - Every Monday & Tuesday evenings from 6:00 to 9:00 p.m.

(3) Huntingdon Area Vocational Technical School - Every Thursday evening from 7:00 to 9:00 p.m.

(4) Mount Union Area Senior High School - Every Monday & Tuesday evenings from 6:00 to 9:00 p.m.

(5) Southern Huntingdon High School - Every Wednesday evening from 7:00 to 9:00 p.m.

Option No. 3 participants can also check out commercial study guides which

(Cont'd on Page 6)

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School

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accompany the video GED lessons and provide for "before," "during," and "after" viewing activities. The study guides can be checked out free at each Option No. 3 site or at the main and branch libraries and at the Bookmobile.

Project "GRADS" is an experimental adult education program sponsored by the PA Dept. of Education. It is the 1st of its kind in the state of Pennsylvania.

Project directors Harold Kimmel of Rockhill and Geoffrey Lucas of Huntingdon developed the ideas for "GRADS" by drawing on available media, like the newspaper & television, and lots of public support. They easily won the support of local school districts, too, as schools more and more want to open up their facilities to adults. It is the school district's intention to serve the public in the best way possible, and "GRADS" is an attempt to do just that.

Social Service agencies like the public library, the Area Agency on Aging, the Huntingdon County Literacy Council and the PA Retired Public School Employees Association are willingly involved with "GRADS." They're helping to make "GRADS" work to reach out to those countians who want help. Many other service or organizations throughout the county are lending their support, too.

The two other options are reviewed again briefly in order to provide a full picture of the "GRADS" project:

First of all, as a public service, The Daily News will offer a serialized GED study program called "Never Too Late." Subscribers can study in the privacy of their own homes as 2 lessons will be provided each week for approximately 20 weeks. For non-subscribers around the county, "Never Too Late" lesson supplements will be provided free. Lessons & supplements will be appearing the week of September 26th. Non-subscribers can pick up these supplements at The Daily News office in Huntingdon or at the main and branch libraries or at the Bookmobile.

GET YOUR HIGH SCHOOL DIPLOMA IN YOUR SPARE TIME PROJECT "GRADS"

FREE NIGHT CLASSES BEGIN THE WEEK OF SEPTEMBER 26th, 1983

... ON HUNTINGDON CABLE TV (CHANNEL 12) Tuesday's & Thursday's
... AT JUNIATA VALLEY HIGH SCHOOL Wednesday's
... AT MOUNT UNION AREA HIGH SCHOOL Monday's & Tuesday's
... AT HUNTINGDON COUNTY VO-TECH SCHOOL Thursday's
... AT SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL Wednesday's
... AT HUNTINGDON COUNTY LIBRARY Monday's

INCLUDES...

- TV Study in your own home
- Free Study Lessons in The Daily News
- Free Tutoring
- Free Study Workbooks
- Freedom To Attend Any Site

FOR MORE DETAILS COMPLETE THE FOLLOWING FORM AND FULL INFORMATION WILL BE MAILED TO YOU. RETURN THE FORM TO:

Harold S. Kimmel, Box 235, Orbisonia, Pa. 17243 OR
Geoffrey S. Lucas, Box 243-A, R.D. #1, Huntingdon, PA. 16652

(Form can be dropped off at any Library or Bookmobile)

NAME _____

ADDRESS _____

(YOU MUST BE OVER AGE 18)

PHONE _____

IT'S FREE!

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If you are a subscriber to the Huntingdon TV Cable Company, home - study video lessons are possible as a 2nd "GRADS" option. Each week, for approximately 20 weeks, 2 different ½ hour video GED lessons will be aired in the privacy of your own home. For your convenience, each of the lessons will be shown on 4 separate occasions. Viewing days & times are: Tuesday & Thursday mornings, 10:00 to 11:00 AM and Tuesday & Thursday nights, 7:00 to 8:00 p.m. Homeviewing is scheduled to begin during the week of September 26th over channel 12, the Huntingdon public information channel. Study guides accompany these home video lessons and

are available for free checkout at any Huntingdon main or branch library and at the Bookmobile. An initial orientation to the video lessons will acquaint each adult thoroughly with what to expect. Ongoing review, every fifth week, will help the adult set a comfortable study pace.

An overview of "GRADS" with a list of participating agencies and a convenient registration form wraps up the series in part four.

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THE DAILY NEWS

HUNTINGDON, MOUNT UNION and SAXTON

TUESDAY, SEPTEMBER 20, 1983

For Residents Of County

GRADS Program Has Three Clear Options

Two Pennsylvania Department of Education employees at SCI Huntingdon have launched an innovative project which provides free General Educational Development (GED) preparation. Project "GRADS," or Grass Roots Alternative Diploma Study, revolutionizes standard GED instruction programs for it plans to bring GED preparation directly into the adult's home and his community. It attempts to reach out to Huntingdon County adults, forty (40) per cent of whom lack either a high school diploma or a GED equivalency diploma.

"GRADS" directors, Harold Kimmel of Rockhill and Geoffrey Lucas of Huntingdon, have created a three phase or option program linking existing community services, local school districts, and area businesses. It is supported by federal funds channeled through Pennsylvania's Department of Education and by public service contributions by The Daily News and the Huntingdon TV Cable Company. It's the first of its kind in the state of Pennsylvania.

Why might someone need a

GED diploma or even want one? The high school equivalency diploma could be an important first step to a new or better job, vocational training, college, military service, or even self-satisfaction, and the GED diploma is equal to a high school diploma.

The 25 week "GRADS" program prepares an adult for the GED test. This nationwide exam contains only multiple choice questions in reading comprehension, math and English. A sixty (60) per cent

score is sufficient for one to earn the GED equivalency diploma in the state of Pennsylvania.

Countians interested in participating in Project "GRADS" are asked to fill out a registration form. Similar registration forms can be found in "GRADS" pamphlets. These pamphlets will be available throughout the county. Registration forms can be dropped off at the Huntingdon County main or branch libraries or at the Bookmobile, or they can be mailed directly to either program director. Anyone who does not have a high school diploma and who is at least eighteen (18) years old is eligible to participate. A counselor will then contact

(Cont'd on Page 7)

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GRADS

(Cont'd from Page 1)

each interested adult and explain the variety of program options offered by "GRADS." There are three (3) separate options. Each by itself can adequately prepare one for the GED, and each is FREE. Any combination of the three options is also possible.

OPTION 1: Cable TV Home Video Lessons

If you are a subscriber to the Huntingdon TV Cable Company, home study video lessons are possible. Home viewing is tentatively scheduled to begin the week of September 26, 1983, over Channel 12, the Huntingdon public information channel. Each week, on every Tuesday and Thursday at 10:00 to 11:00 a.m. and 7:00 to 8:00 p.m., two different 1/2 hour video GED lessons will be aired in the privacy of your own home. For your convenience, each lesson will be shown four (4) times a week.

Commercial study guides accompany these home video lessons and include "before," "during," and "after" viewing activities. Study guides can be checked out free at any Huntingdon main or branch library and at the Bookmobile.

OPTION 2: "Never Too Late" Daily News Newspaper Home Study Lessons

If you are a subscriber of The Daily News, a "Never Too Late" GED homestudy lesson program will appear weekly in the Huntingdon Daily News. Two lessons per week are planned. As a public service, the newspaper has agreed to supply free lesson supplements to non-subscribers as well. "Never Too Late" lessons are especially designed for home-study use and come equipped with answers for self-correcting. Lessons and supplements will begin appearing during the last week of September in The Daily News and at The Daily News office in Huntingdon or at any main or branch library and at the Bookmobile.

OPTION 3: Tutoring & Video Lessons at Contact Sites

For those adults needing additional help, free, one-on-one, informal tutoring services will be available at the following contact sites around Huntingdon County:

(1) Juniata Valley High School - Every Wednesday evening from 7:00 to 9:00 p.m.

(2) Huntingdon Area High School - Every Monday and Tuesday evenings from 6:00 to 9:00 p.m.

(3) Huntingdon Area Vocational-Technical School - Every Thursday evening from 7:00 to 9:00 p.m.

(4) Mount Union Area Senior High School - Every Monday and Tuesday evenings from 6:00 to 9:00 p.m.

(5) Southern Huntingdon High School - Every Wednesday evening from 7:00 to 9:00 p.m.

Instructors and aides, at each of these sites, will provide personal assistance in GED preparation. In addition, for those adults who live in areas not served by the Huntingdon TV Cable Company, a VCR system (video cassette recorder) will be set up at each of the Option No. 3 sites except for the site at Huntingdon Area High School. A VCR system is planned to be made available at the Huntingdon County Library, from 7:00 to 9:00 p.m. every Monday evening, for those Huntingdon residents not served by the cable. Adult students at all VCR sites will view the same video GED lessons aired by the cable company.

Participants can also check out commercial study guides which accompany the video GED lessons and provide for "before," "during," and "after" viewing activities. The study guides can be checked out free at Option No. 3 site or at the main and branch libraries and at the Bookmobile.

There is adult GED instruction available at the Community Education Center in Altoona for those who frequent Altoona. The center is situated on the corner of Crawford Avenue and Lloyd Street. Call 946-8385 or 946-8386 if you are interested.

A variety of free-standing options was deliberately built into Project "GRADS" so that adults could be free to choose the option or combination of options that best suits their own special needs. Careful attention to adult needs is a "GRADS" top priority.

Near the end of the project, students can participate in optional GED practice testing. This free practice test can reliably forecast your outcome on the actual GED test. Formal GED testing will occur at the very end of the project. The Pennsylvania Department of Education requires a \$15.00 fee for this examination. Formal testing is tentatively scheduled for both the Mount Union and Huntingdon areas should the need for two testing sites exist.

"GRADS" is scheduled to lift off during the week of September 26, 1983. Project directors Kimmel and Lucas have spent many hours examining model GED programs, nationwide, but none is quite as innovative as

"GRADS." For existing local conditions, "GRADS" is tailor-made for the Huntingdon County area. The GED preparation is free and makes no attempt to discriminate on the basis of age, race, or sex.

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GET YOUR HIGH SCHOOL DIPLOMA IN YOUR SPARE TIME PROJECT "GRADS"

FREE NIGHT CLASSES BEGIN THE WEEK OF SEPTEMBER 26th, 1983

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... AT HUNTINGDON COUNTY VO-TECH SCHOOL Thursday's
... AT SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL..... Wednesday's
... AT HUNTINGDON COUNTY LIBRARY Monday's

INCLUDES...

TV Study In your own home
Free Study Lessons In The Daily News
Free Tutoring
Free Study Workbooks
Freedom To Attend Any Site

FOR MORE DETAILS COMPLETE THE FOLLOWING FORM AND FULL INFORMATION WILL BE MAILED TO YOU. RETURN THE FORM TO:

Harold S. Kimmel, Box 235, Orbisonia, Pa. 17243 OR
Geoffrey S. Lucas, Box 243-A, R.D. #1, Huntingdon, PA. 16652

(Form can be dropped off at any Library or Bookmobile)

NAME _____

ADDRESS _____

(YOU MUST BE OVER AGE 18)

PHONE _____

IT'S FREE!

IN A RUT? ^{The Daily News} Take The First Step Towards Getting Out! 9-21-83 REGISTER FOR PROJECT "GRADS" GET YOUR HIGH SCHOOL DIPLOMA

If you have not already registered for project "GRADS" you may do so at any of the following times and places...

MOUNT UNION AREA SENIOR HIGH SCHOOL
Monday, September 26, 1983 7:00 p.m.
Tuesday, September 27, 1983..... 7:00 p.m.

HUNTINGDON COUNTY LIBRARY
Monday, September 26, 1983..... 7:00 p.m.

JUNIATA VALLEY HIGH SCHOOL
Wednesday, September 28, 1983 7:00 p.m.

SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL
Wednesday, September 28, 1983 7:00 p.m.

HUNTINGDON COUNTY VO-TECH SCHOOL
Thursday, September 29, 1983..... 7:00 p.m.

IT'S FREE!

INCLUDES

FREE Study Lessons In The Daily News
FREE Tutoring
FREE Use of Study Workbooks
FREEDOM To Attend Any Site On Any Night
GED Testing At End Of PROJECT "GRADS"

This Ad Sponsored By

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Library Files Are Extensive

County editor and master of The Daily News's extensive file library, Lynn Streightliff shows Daily News Press Club members his system, as he files stories about the GRADS program (Glass Roots Alternative Diploma Study), Hun-

tingdon area listeners include, left to right, Cindy Bookhamer, adviser Dorothy Hoover, Nancy McCullen and Mary Jane Taylor.

GRADS Days Changed At Huntingdon

A change has been made in the weekly dates for the GRADS program at the Huntingdon Area High School.

Originally planned for Monday and Tuesday of each week during the education program the days have been changed.

When the weekly sessions get underway the session at HAHS will be held on Monday and Wednesday nights.

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Program Starts Sept. 26

Kiwanis Given GRADS Update

The co-directors of GRADS (Grass Roots Alternative Diploma Study) adult education program about to start in the county, Harold S. Kimmel and Geoffrey S. Lucas, gave the members of the Huntingdon Kiwanis Club an update report on the project at the club's weekly luncheon meeting Thursday at the Elks Home.

Kimmel and Lucas each participated in the presentation during the Kiwanis program. They reported that the GRADS effort came about as a result of a fact uncovered by the 1980 census which showed that approximately 46 percent of the adult population of Huntingdon County had not received high school diplomas.

This led the two men to start work on the education program and a \$5,000 grant to explore adult education for residents of the county. The

idea has received the endorsement of all school districts in the county, the intermediate unit, the Department of Education, the clubs and organizations throughout the county.

Lucas reviewed the options

(Cont'd on Page 2)

Kiwanis

(Cont'd from Page 1)

of the program which are available to all residents who wish to work toward their high school diplomas. The genuine hope is that the countywide program will result, he said, with 100 persons receiving their diplomas.

Lucas paid tribute to the cooperation of the media in reaching those who might be interested in the program. He said that The Daily News has provided valuable publicity and printing of supplements as a public service; radio stations WHUN and WQRO have given air time to spread the news of the GRADS program.

Kimmel reminded the Kiwanians of the great impact the beginning of the adult education program can have in improving the employment picture in the future. He said that a better educated work force is a well-known plus factor for industrial development. He urged the Kiwanians to encourage the people they knew who might want to further their education to take the GRADS courses.

Another of the media to receive credit for assistance in the program was the Huntingdon TV Cable Company which will telecast videotapes of two days weekly, with two lessons each week, the Kiwanians were given the pamphlet which has been prepared for the GRADS program showing video locations and - or tutoring sites on the schedule.

THE DAILY NEWS, Huntingdon, Saxton, and Mount Union, Pa

SATURDAY, SEPTEMBER 24, 1983

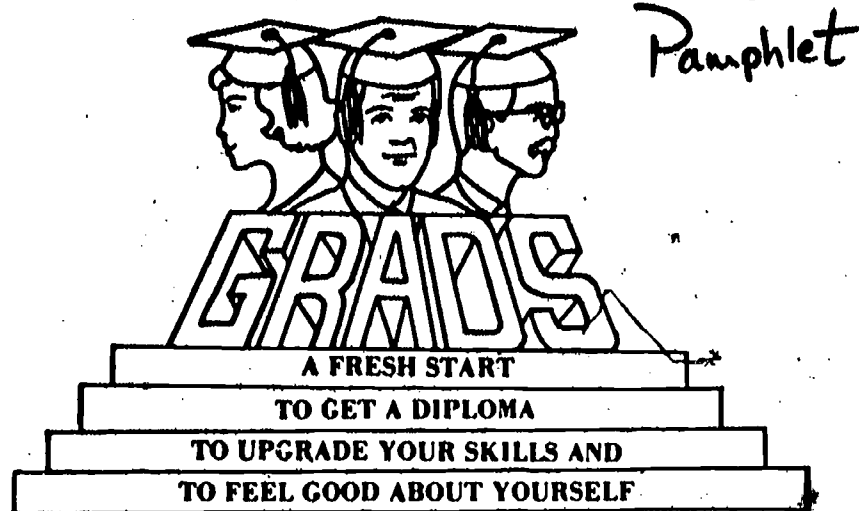
The program, the directors announced, is to start on Monday, Sept. 26. Volunteer tutors will be available to teach on an individual basis. Looking ahead, Kimmel said that the original grant cannot be renewed, but that the organizers are confident that "something will happen" in the county so that it will be ongoing.

After the program, question of the Kiwanis members were answered by Kimmel and Lucas. The program chairman for the service club was Robert B. Stewart, III. The first vice president Rob Schrack, conducted the meeting.

A contingent from the Philipsburg Kiwanis Club was guests at the meeting. Introduced by Fred Lucas were members Bruce Shaw, Cledis Kephart and John Musser. Several announcements were made on plans which are in place for the Kiwanis Community Auction for Oct. 1, by Rick Focht, Stewart and Schrack.

Music at the meeting was led by Robert Stewart, accompanied by Paul R. Grove at the piano.

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WHAT IS PROJECT "GRADS"

Project "GRADS" (Grass Roots Alternative Diploma Study) is a project sponsored by the Adult Education and Training Division of the Pennsylvania Department of Education. It is designed to make it possible for those Huntingdon County residents who do not have a high school diploma to earn one.

Project "GRADS" provides the study materials needed to prepare the adult student to take the GED (General Equivalency Diploma) test. It attempts to link up community and county resources and uses state-of-the-art technology. First of all, GED lessons will be telecast over the public information channel by the Huntingdon TV Cable Company. Next, study guides will be printed in the Daily News. Additional commercial study guides will be available for free check out. At the same time, VCR (Video Cassette Recorder) sites will be set up, county wide, to televise the same materials as telecast by the Huntingdon TV Cable Company to those who do not have cable hookup. Tutors are available at these VCR sites for those wanting additional help. Practice GED testing will precede the actual GED examination.

WHO IS ELIGIBLE TO ENROLL IN THE PROJECT?

All Huntingdon County residents who do not have a high school diploma and who are eighteen (18) years old or older and who have officially withdrawn from high school are eligible. Seventeen (17) year olds may be eligible if certain requirements are met.

HOW MUCH WILL IT COST?

There is no cost to view the TV study lessons whether on your home TV set or elsewhere at VCR sites throughout the county. The Huntingdon Daily News will publish study guides in the newspaper, and extra copies will be available free at the newspaper office and at all Huntingdon County main and branch libraries. In addition, commercial study guides, which accompany the video format, can be checked out free at the main and branch libraries or at the bookmobile. A GED practice test is also available free of charge. The actual GED test, administered at the end of Project "GRADS," costs \$15.00

WHAT WILL THE PREPARATION BE LIKE?

"GRADS" is very informal. Most likely you will study at your own pace in the privacy of your own home. Tutoring will be scheduled at various sites around Huntingdon County, and VCR viewing of the TV lessons will be possible at these same sites.

WHAT IS ON THE GED TEST?

The GED test contains questions on five general subject areas:

- Test 1—The Writing Skills Test (English Grammar)
- Test 2—The Social Studies Test
- Test 3—The Science Test
- Test 4—The Reading Skills Test (Literature)
- Test 5—The Mathematics Test

WHAT ARE THE GED TEST QUESTIONS LIKE?

All of the questions are MULTIPLE CHOICE! The questions test reading comprehension rather than subject knowledge in the areas of social studies, science, and reading.

WHAT IS A PASSING SCORE ON THE GED TEST?

To pass the GED test, you need:

- (1.) a total GED test score of 225 points out of a possible 375 points;
- (2.) a minimum score of 35 points out of a possible 75 points on each of the five subject area tests; and
- (3.) an average of at least 45 points on the five combined subject area tests.

IS THE GED DIPLOMA REALLY A HIGH SCHOOL DIPLOMA?

Yes! The GED diploma is equal to a high school diploma. The GED diploma is awarded by the Pennsylvania Department of Education, and it is recognized by all fifty states in the union.

REGISTRATION FORM

PROJECT "GRADS"

NAME _____ TELEPHONE _____

ADDRESS _____

AGE _____ DATE OF BIRTH _____ LAST SCHOOL GRADE COMPLETED _____

ARE YOU A SUBSCRIBER TO THE HUNTINGDON TV CABLE COMPANY? _____

ARE YOU A SUBSCRIBER TO THE DAILY NEWS? _____

DO YOU HAVE TRANSPORTATION? _____

HOW DID YOU LEARN ABOUT PROJECT "GRADS"? _____

WHY DO I NEED A HIGH SCHOOL DIPLOMA?

A High School Equivalency Diploma (GED) could be the first step toward:

- A new job
- A better job
- Vocational Training
- College
- Military Service
- Self-Satisfaction

HOW DO I ENROLL IN "GRADS?"

Just complete the registration form and mail it to either:

Harold S. Kimmel
Box 235
Orbisonia, PA 17243

OR Geoffrey S. Lucas
R.D. #1 Box 243-A
Huntingdon, PA 16652

Registration forms can also be dropped off at the Huntingdon County main or branch libraries, as well as the Bookmobile.

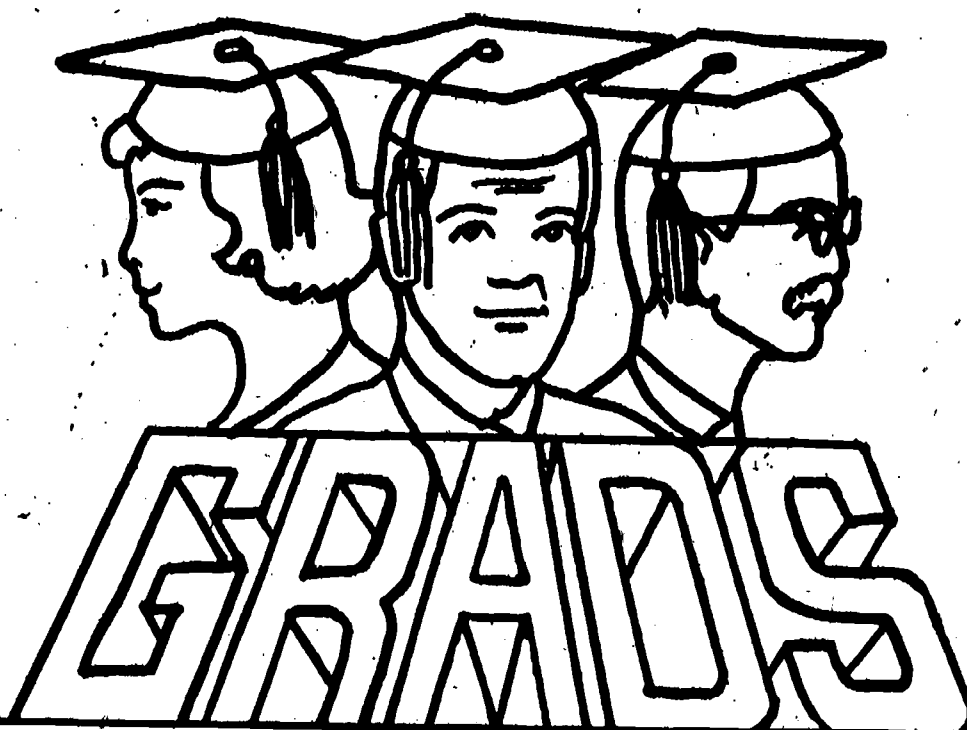
PARTICIPATING AGENCIES

- Adult Education & Training Programs Division, PA Department of Education
- Altoona Community Education Center
- Area Agency on Aging
- Correction Education Division, PA Department of Education
- Huntingdon Area School District
- Huntingdon County Library
- Huntingdon County Literacy Council
- Huntingdon County Vocational Technical School
- Huntingdon TV Cable Company
- Juniata College
- Juniata Valley School District
- Mount Union Area School District
- PA Retired Public School Employees Association
- Retired Senior Volunteer Program
- Southern Huntingdon County School District
- State Correctional Institution at Huntingdon
- The Daily News
- Tuscarora Intermediate Unit #11

"GRADS" SCHEDULE

VIDEO LOCATIONS AND/OR TUTORING SITES	DAYS/EVENINGS	TIMES	WHAT'S AVAILABLE?
Huntingdon TV Cable Company	Tuesday/Thursday (mornings & evenings)	10-11 A.M. & 7-8 P.M.	Cablecasting on Channel 12 NO CLASSES
Juniata Valley High School	Wednesday evenings	7:00 to 9:00 P.M.	VCR tapes with tutoring help
Huntingdon County Library	Monday evenings	7:00 to 9:00 P.M.	VCR tapes only; no classes
Huntingdon Area High School	Monday & Tuesday (evenings)	6:00 to 9:00 P.M.	No VCR tapes; tutoring help & classes
Mount Union Area High School	Monday & Tuesday (evenings)	6:00 to 9:00 P.M.	VCR tapes with tutoring help & classes
Huntingdon Area Vocational Technical School	Thursday evenings	7:00 to 9:00 P.M.	VCR tapes with tutoring help
Southern Huntingdon High School	Wednesday evenings	7:00 to 9:00 P.M.	VCR tapes with tutoring help

"GRADS" is scheduled to begin on Monday, September 26th, 1983. Contact persons and phone #'s will be provided later on to answer your individual questions. Look for more details in the Daily News, on cable TV, in the Valley Log, and elsewhere. PLEASE DO NOT CALL THE DAILY NEWS OR THE HUNTINGDON TV CABLE COMPANY ABOUT INFORMATION ABOUT "GRADS."



A FRESH START

TO GET A DIPLOMA

TO UPGRADE YOUR SKILLS AND

TO FEEL GOOD ABOUT YOURSELF

PROJECT "GRADS"

Grass Roots Alternative Diploma Study

A Huntingdon County Adult Education Opportunity

**To Earn A GED Diploma In The Privacy Of Your Own Home
Or At Support Sites Within Your Local Community**

FEATURING

GED Home Study Lessons Thru The Newspaper

CABLE TV Home Study On The

Huntingdon Public Information Channel

FREE Community Video Instruction At

Juniata Valley

Huntingdon

Mill Creek

Mount Union

Orbisonia

FREE Step By Step Tutoring Help

Community Based Support Persons

FREE Newspaper Lesson Supplements

Beginning September 26th, 1983

"GRADS" Is Coming Soon To Your Community!

Sponsored By The Pennsylvania Department Of Education

66

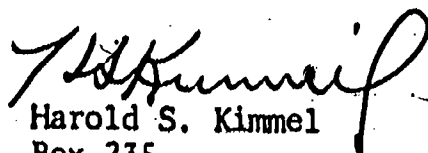
PROJECT "GRADS"
PENNSYLVANIA DEPARTMENT OF EDUCATION
STATE CORRECTIONAL INSTITUTION

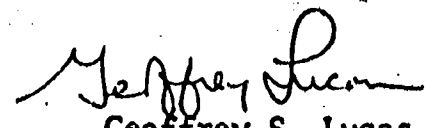
HUNTINGDON, PA 16652

Phone: 643-2400

A "310" PROJECT

Letter to Service Group
"Volunteers"


Harold S. Kimmel
Box 235
Orbisonia, PA 17243
Phone: 447-3191


Geoffrey S. Lucas
R. D. #1, Box 243-A
Huntingdon, PA 16652
Phone: 643-3272

During the week of September 26th, PROJECT "GRADS" is coming to your community. We hope that you have already read about this project in The Daily News. If not, the enclosed information will explain it. Please take time to read it carefully.

PROJECT "GRADS" has been designed to upgrade the educational level of Huntingdon County's adult population by making it possible for the approximately 40% of adults who do not have a high school diploma to get one ---FREE! We feel that you share our opinion that a better educated population will make for a better community and one much more conducive to industrial expansion.

Since PROJECT "GRADS" is a very special project never before tried on such a large scale anywhere in Pennsylvania, its chances for success depends entirely upon the support of community leaders like the members of your organization. As you can see in the enclosed brochure, a great many area organizations are supporting the project. Now we are seeking more localized support. We desperately need local volunteers to help make certain that the citizens of your community participate in and profit from PROJECT "GRADS". We need volunteers to serve in the following roles:

- (1) two persons to be present at the local site on the nites that the project is scheduled for your community. These persons will serve as local hosts and/or hostesses to make certain the equipment is set-up and ready, to help the students relax and enjoy the project, and to make certain the equipment is properly secured after the session. This need not be the same two persons each evening.
- (2) one person each nite to provide informal tutoring for students needing help with the lessons. This need not be a person with formal teaching background as the lessons are designed to be self-administered.
- (3) one person to assume the responsibility of serving as the coordinator for the local site.

Each of the above roles will require about three hours, one nite each week. The duties may be shared in any way that will be convenient. Please urge your members to respond to this project by contacting either of the two co-directors listed above.

Thank You.

PROJECT "GRADS"
PENNSYLVANIA DEPARTMENT OF EDUCATION
STATE CORRECTIONAL INSTITUTION
HUNTINGDON, PA 16652

Phone: 643-2400

Harold S. Kimmel
Box 235
Orbisonia, PA 17243
Phone: 447-3191

A "310" PROJECT

Geoffrey S. Lucas
R. D. #1, Box 243-A
Huntingdon, PA 16652
Phone: 643-3272

Dear Pastor,

Are you familiar with PROJECT "GRADS"? If not, the enclosed brochure will explain the project to you. In brief, it is a mass attempt to elevate the educational level of the residents of our county by offering them the opportunity to get their high school diploma.

As a leader of the community and an influential person in your church, we are asking for your help in encouraging those persons who do not have a high school diploma to get involved in Project "GRADS". As you know, it is frequently all too easy to adopt the attitude that we have gotten along all this time without a diploma, why do we need one now. The status quo is all too easy to maintain. We know that you share in our belief that a better educated people makes for a better place in which to live and raise our children.

You can help by making your congregation aware of Project "GRADS", by encouraging them to participate, and by urging them to tell others of the project. We would hope that you will be able to do this through any newsletter that your church publishes, perhaps from your pulpit, even in your Sunday Church Bulletin. We feel that your influence can be one of the most positive forces in attracting those in need of a high school diploma to take advantage of this one-shot opportunity --- Project "GRADS".

Thank you for your support and assistance.

Very truly yours,

Harold S. Kimmel
Harold S. Kimmel

Geoffrey S. Lucas
Geoffrey S. Lucas

Huntingdon TV Cable Co., Inc.

===== Your Host To Better Television =====

170 Penn Street
Huntingdon, Pa. 16652
Phone: (814) 643-3498

November 9, 1982

State Correctional Institution
ATTN: Mr. Jeff Lucas
Academic Counselor
Drawer R
Huntingdon, Pennsylvania 16652

Dear Mr. Lucas:

~~Please use this letter~~ to confirm that our Company would be willing to participate in the cablecasting of the Kentucky educational video tape series. We believe that this could be very beneficial to our community. Because of the potential merits of this program, the Huntingdon TV Cable Company would make no charges to show these tapes.

If you need more information or have any questions, please contact me at your convenience.

Yours truly,

Chester P. Isett
Manager

CPI/1b

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PENNSYLVANIA DEPARTMENT OF EDUCATION
STATE CORRECTIONAL INSTITUTION AT HUNTINGDON
HUNTINGDON, PA 16652

Novemebr 9, 1982

Ms. Benita Somerfield, President
Cambridge
The Adult Learning Company
888 7th Avenue
New York, New York 10106

Dear Ms. Somerfield:

On November 5th, I spoke with your assistant who instructed me to contact you about the following proposal since it involves using the KET tapes. I wanted to (1) make you aware of what plans I hope to implement, and (2) seek your permission to use the KET tapes in order to implement the plans. I am in charge of academic instruction at the State Correctional Institution in Huntingdon (SCIH) PA.

In brief, let me provide you with some background information. SCIH houses over 1400 inmates most of whom have TV's and cable hook up. A few years ago, our department purchased the KET Videotape GED program. So far, because we have only one classroom monitor, KET program use has unfortunately been limited to a handful of inmates. Local statistics indicate that Huntingdon inmates function at about a 6th grade performance level. I would like to see our KET tapes be made available to the entire SCIH population: those inmates with no diplomas could get additional GED preparation outside prison classrooms; those immobile inmates could prepare on their own; and, those inmates with GED's or H.S. diplomas could review in their cells. Through TV transmission, involving the local cable company, our KET program could also easily be made available to Huntingdon County proper (By the way, Huntingdon County has a 15 percent unemployemnt rate with a surplus of unskilled workers. Countywide, 38.5 percent lack a high school diploma; 8.6 per-

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Page 2

Ms. Benita Somerfield

cent have college degrees) [1980 census figures]. GED instructional services are desperately needed and could accomplish a great deal especially since the GED exam is given biannually in the community and quarterly at SCIH. There has only recently been a small GED preparation program in Huntingdon County.

A colleague from the PA Department of Education, Mr. Harold Kimmel, and myself have contacted the local cable company to see if they were interested in working with us. After an initial frank discussion dealing with purpose and logistics, the cable company contacted our office promising to help in any way as a public service. This was good news! I will forward their letter of endorsement under separate cover. The PA Department of Education (PDE) supports the project as well.

At the same time, I have a newspaper GED program that I would like to see our local Huntingdon newspaper print on a one-day-a-week basis. The combination of both the KET GED program and the newspaper GED program would be a powerful one; it could assist both the civilian and prison communities greatly. At SCIH we are already utilizing the newspaper GED format in the form of handouts primarily for those 10 percent immobile inmates, and in isolation the format is not very effective. In tandem with the KET tapes, it would promise much more.

Ms. Somerfield, your assistant asked me to include some logistical specifics in my letter. Let me begin by saying that the estimated market penetration is 15,000-18,000 (4,600 hook ups, 3 to 4 per family); this figure includes SCIH. The cable company and our PDE affiliates are in agreement with the following time frame: one tape should be shown twice weekly over the public information channel. Our broadcast time would consist of one hour of air time per week, i.e., every Wednesday evening (30 minutes) with a follow-up replay on Thursday afternoon (30 minutes). At the same time, we're hoping to coordinate the newspaper lessons--one per week--with the KET lessons.

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Page 3

Ms. Benita Somerfield

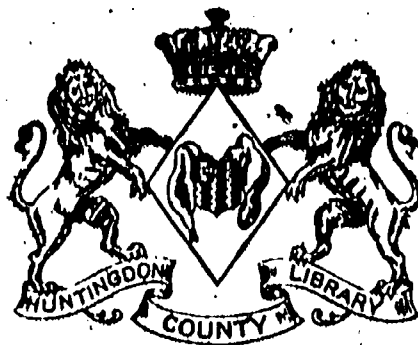
Since the local cable company transmits only public service announcements, its equipment consists of $\frac{1}{2}$ and $\frac{3}{4}$ inch video cassette machines. Our tapes ($\frac{1}{2}$ inch Betamax format) could easily be transmitted on their present equipment.

Ms. Somerfield, I want to thank you for your time and attention in this matter. As you can imagine, many of us are excited about the possibilities of this joint programming effort involving the local newspaper and cable company to offer GED services to the inmate and civilian communities here in Huntingdon. Should you need additional information or have any questions on areas not addressed in this letter/proposal, please contact me at the following address and/or telephone number.

Sincerely,

Geoffrey S. Lucas
Academic Counselor
SCI-Huntingdon
C/O The Education Department
Drawer "B"
Huntingdon, PA 16652
(814) 643-2400

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330 PENN STREET

HUNTINGDON, PENNSYLVANIA 16652

814 643-0200

May 2, 1983

Mr. Harold S. Kimmel
Field Coordinator
Pennsylvania Department of Education
State Correctional Institution at Huntingdon
Huntingdon, PA. 16652

To Whom It May Concern:

The Huntingdon County Library welcomes the opportunity to cooperate with area schools, literacy/basic skills programs, and media in a joint program to facilitate preparation for successful completion of the test leading to award of a General Equivalency Diploma to local residents who lack a high school diploma.

We believe the Library is well suited to assist in this effort under Project 310 since many GED students are already turning to the library for study and review workbooks to help them prepare for GED testing. The library also serves as an office, tutoring site, and referral point for the Huntingdon County Literacy Council, an organization which tutors students in basic reading.

The Library's branches in Huntingdon, Mount Union and Orbisonia provide convenient access to residents throughout the county and are open evenings and weekends when many other social service agencies are closed. The public library is also a value-neutral place where all may feel welcome regardless of the level of educational attainment.

The Huntingdon County Library looks forward to participating in any way it can in the program currently being designed by Mr. Kimmel and Mr. Lucas and hopes that all due consideration will be given to this application.

Sincerely yours,

Laurie Tynan
Library Director

CAMBRIDGE

THE ADULT
EDUCATION COMPANY

888 SEVENTH AVENUE, NEW YORK, NEW YORK 10106
212/957-5300

, February 2, 1983

Mr. Geoffrey S. Lucas
Academic Counselor, Education Dept.
SCI-Huntingdon
Drawer "R"
Huntingdon, PA 16652

Dear Mr. Lucas:

RE: KET-GED Broadcasting License

Just a note to keep you current regarding the broadcasting agreement. On January 13th I contacted Dr. John Christopher's office, Pennsylvania Department of Education, as to the possibility of receiving a copy and am awaiting a reply.

Sincerely,

Ann M. Zearo
Ann M. Zearo

AMZ/am

CAMBRIDGE

THE ADULT
EDUCATION COMPANY

888 SEVENTH AVENUE, NEW YORK, NEW YORK 10106
212/957-5300

May 3, 1983

Mr. Geoffrey S. Lucas
Academic Counselor
SCI-Huntingdon
c/o the Education Department
Drawer "R"
Huntingdon, PA 16652

Dear Mr. Lucas:

RE: KET Videotape GED Program

Based on the specifics mentioned in your letter of November 9, 1982 concerning local cable broadcasting rights to the above captioned program, this will confirm that Cambridge will grant you a one-year license, which will be predicated on a) receipt of a purchase order indicating program title; type, frequency and area of broadcast and, b) payment of license fee (\$1,800.).

Please feel free to contact me if you have any questions.
We appreciate your interest in our products

Sincerely,

Ann M. Zearo
Ann M. Zearo

AMZ/am

75

ESQUIRE EDUCATION GROUP

JUNIATA COLLEGE

Huntingdon, Pennsylvania 16652
814-643-4310

January 12, 1983

Mr. Jeffrey Lucas
R. D. 1, Box 243A
Huntingdon, PA 16652

Dear Mr. Lucas:

I was most interested to hear of your efforts in establishing a county-wide GED program. It is my understanding from our telephone conversation that approximately 40% of the adults in Huntingdon County do not have a high school diploma. I find this statistic most disturbing and recognize the socio-economic impact of it for this county.

It is apparent that the need for a large-scale effort is there. I understand that you are proposing a program that will coordinate efforts made through the cable television company, the newspaper, and community volunteers working at the county library. I believe the program has great potential and it is an exciting concept in adult education. In our conversation I expressed the following concerns with respect to the design of the program:

1. Great care must be taken in planning and implementing this program. The public school system has, in one way or another, failed the population this program will address. I see this program as "the last chance" we as educators will have of reaching these people. If we spark their interest and encourage their trust in this program and fail them again, we will have caused irreparable harm to them. As the established educational community we are asking for a "second chance." We must be prepared to deliver."
2. Because the people who would enroll in this program did not finish high school, it is probably reasonable to assume they are not highly motivated or disciplined with respect to academic work. Therefore, an important concern in the design of this program is how to monitor progress, and to maintain enthusiasm for completion of the program.

Mr. Jeffrey Lucas

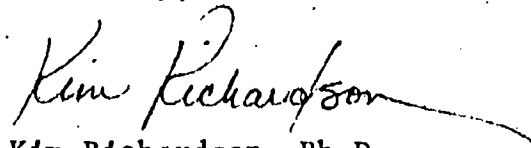
-2-

January 12, 1983

You have requested that the college become involved in the program by encouraging our students to become volunteer tutors available to help program participants at the public library. In discussing the proposed program with students in the Education Department there was a high level of interest and enthusiasm for the program. I believe that we will be able to contribute to the volunteer tutor aspect of the program.

I am not aware of a program similar to the one proposed by you and find this program to be creative, innovating and exciting. I believe that funding for this type of program is important. If I can be of any further help to you, please do not hesitate to contact me.

Sincerely,



Kim Richardson, Ph.D.
Assistant Professor of Education

ldf

PENNSYLVANIA DEPARTMENT OF EDUCATION
STATE CORRECTIONAL INSTITUTION AT HUNTINGDON
HUNTINGDON, PA 16652

HAROLD S. KIMMEL
FIELD COORDINATOR

July 7, 1983

Ms. Judy Cope
School of Continuing Education
Euhler Hall
Indiana University of Pa.
Indiana, Pa. 15705

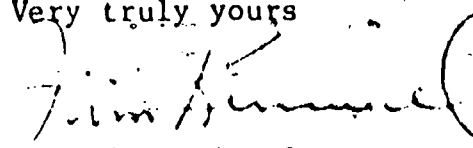
Dear Judy:

It was good to talk with you the other day and we are thrilled that you will be involved in our project. With you and Gerry Volare advising us, our chances for success are greatly enhanced.

The acceptance of our project to provide AE to the masses of Huntingdon County through video, newspaper, and radio has been overwhelming. The list of cooperating agencies grows daily. Apparently we have hit a nerve and the reaction has been totally positive. For example, the local cable company just today agreed to televise two lessons, twice a day, two days a week. This is a great commitment of air time by the cable company and three times what we had originally hoped for.

I am enclosing some information that will give you a greater understanding of what we are hoping to do with Project "GRADS". After you have had a chance to look them over, please call me and give me any suggestions you may wish to make. Also, give me a few dates that you would have available this month and we'll try to get together in Altoona with Gerry.

Very truly yours


Harold S. Kimmel
(NET: 483-1011 Ext. 270)

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GET YOUR

HIGH SCHOOL DIPLOMA

IN YOUR SPARE TIME

"PROJECT GRADS"

FREE NIGHT CLASSES BEGIN THE WEEK OF SEPTEMBER 26th, 1983

-ON HUNTINGDON CABLE TV (CHANNEL 12)...Tuesday's and Thursday's
-AT JUNIATA VALLEY HIGH SCHOOL...Wednesday's
-AT MOUNT UNION AREA HIGH SCHOOL...Monday's and Tuesday's
-AT HUNTINGDON COUNTY VO-TECH SCHOOL...Thursday's
-AT SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL...Wednesday's
-AT HUNTINGDON COUNTY LIBRARY...Monday's

INCLUDES.....

TV Study in your own home
Free Study Lessons in The Daily News
Free Tutoring
Free Study Workbooks
Freedom to Attend Any Site

FOR MORE DETAILS COMPLETE THE FOLLOWING FORM AND FULL INFORMATION WILL BE MAILED TO YOU. RETURN THE FORM TO:

Harold S. Kimmel
Box 235
Orbisonia, PA 17243

or

Geoffrey Lucas
Box 243-A
RD #1
Huntingdon, PA 16652

THIS CAN ALSO BE DROPPED OFF AT ANY LIBRARY OR THE BOOKMOBILE

NAME _____ PHONE _____

ADDRESS _____

(YOU MUST BE OVER AGE 18)

IT'S FREE

BEST COPY AVAILABLE

PROJECT "GRADS"

Schedule

- 1st Week --- September 26 - 30 ----- Orientation
- 2nd Week --- October 3 - 7 ----- Reading Comprehension - Program One
Unit 1: The Main Idea
Unit 2: Supporting Ideas
Unit 3: Relationships
Mathematics - Program One
Unit 1: Fractions
- 3rd Week --- October 10 - 14 ----- Reading Comprehension - Program Two
Unit 4: Inference
Unit 5: Author's Point of View
Unit 6: Application of Ideas
Unit 7: Words in Context
Mathematics - Program Two
Unit 2: Fractions (Cont.)
- 4th Week --- October 17 - 21 ----- English Grammar - Program One
Unit 1: Subject-Verb Agreement
Mathematics - Program Three
Unit 3: Decimals
- 5th Week --- October 24 - 28 ----- Social Studies - Program One
Unit 1: Government
Unit 2: The Constitutional Convention
Unit 3: Principles of the Constitution
Unit 4: The Three Branches of Government
English Grammar - Program Two
Unit 2: Subject-Verb Agreement (Cont.)
- 6th Week --- October 31 -
November 4 ----- Review
- 7th Week --- November 7 - 11 ----- Social Studies - Program Two
Unit 5: Economics
Unit 6: Different Economic Systems
Unit 7: The Role of Government in Economics
Unit 8: Graphs
Mathematics - Program Four
Unit 4: Ratio and Proportions
- 8th Week --- November 14 - 18 ----- Social Studies - Program Three
Unit 9: Anthropology
Unit 10: Geography
Unit 11: Map Reading
Unit 12: Sociology
Unit 13: Varying Viewpoints
English Grammar - Program Three
Unit 3: Pronouns

- 9th Week --- November 21 - 25 ----- Science - Program One
 Unit 1: The Heart
 Unit 2: The Blood Vessels
 English Grammar - Program Four
 Unit 4: Pronouns (Cont.)
- 10th Week --- November 28 -
 December 2 ----- Science - Program Two
 Unit 3: The Blood
 Unit 4: The Circulatory & Respiratory Systems
 Mathematics - Program Five
 Unit 5: Percent
- 11th Week --- December 5 - 9 ----- Review
- 12th Week --- December 12 - 16 ----- English Grammar - Program Five
 Unit 5: Verbs
 Mathematics - Program Six
 Unit 6: Percent & Interest
- 13th Week --- December 19 - 23 ----- Science - Program Three
 Unit 5: The Atom
 Unit 6: Atomic Energy
 English Grammar - Program Six
 Unit 6: Adjectives & Adverbs
- 14th Week --- January 3 - 6 ----- Literature - Program One
 Unit 1: Style & Tone
 Mathematics - Program Seven
 Unit 7: Graphs
- 15th Week --- January 9 - 13 ----- Literature - Program Two
 Unit 2: Prose - Figurative Language
 English Grammar - Program Seven
 Unit 7: Capitalization & Punctuation
- 16th Week --- January 16 - 20 ----- English Grammar - Program Eight
 Unit 8: Punctuation (Cont.)
 Mathematics - Program Eight
 Unit 8: Angles
- 17th Week --- January 23 - 27 ----- Review
- 18th Week --- January 30 -
 February 3 ----- Literature - Program Three
 Unit 4: Poetry - Figures of Speech; Devices of
 Sound and Repetition; Reading
 Comprehension
 Mathematics - Program Nine
 Unit 9: Perimeter & Area
- 19th Week --- February 6 - 10 ----- Literature - Program Four
 Unit 4 (Cont.): Poetry - Additional Information
 English Grammar - Program Nine
 Unit 9: Spelling

20th Week --- February 13 - 17 ----- English Grammar - Program Ten
 Unit 10: Miscellaneous Usage Problems
 Mathematics - Program Ten
 Unit 10: Circumference, Area, & Volume

21st Week --- February 20 - 24 ----- Mathematics - Program Eleven
 Unit 11: Algebra

22nd Week --- February 27 -
 March 2 ----- Final Review

23rd Week --- March 5 - 9 ----- GED Practice Test

24th Week --- March 12 - 16 ----- Practice Test Follow-Up

25th Week --- March 19 - 23 ----- GED Testing

Postcard

PROJECT "GRADS"

WELCOME TO PROJECT "GRADS"!

We have received your registration and we look forward to having you as part of the project. You will be contacted prior to the start of the project in September and given more information.

If you know any friends who could profit from PROJECT "GRADS", please encourage them to contact us.

Postcard

WELCOME TO PROJECT "GRADS".....

Please report to Southern Huntingdon County High School, Room 206 (Junior High Wing), at 7:00 PM on Wednesday, September 28, 1983, and each Wednesday thereafter.

Full details, all necessary materials, and a complete orientation to the project will be given at that time. Bring along a pen or pencil and some type of notebook.

If you have any questions call 447-3191 or 643-2400.

Harold S. Kimmel
Harold S. Kimmel

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STATE CORRECTIONAL INSTITUTION
HUNTINGDON, PENNSYLVANIA
EDUCATION OFFICE

September 20, 1983

Subject: Cable TV - - GED Cell Study on Channel 12

To: Inmate Bulletin Boards

From: S. G. Polte
Director of Education

Approved by: A. Zumpetta
Deputy Superintendent/Treatment

By: G. S. Lucas
Academic Counselor

Beginning on Tuesday, September 27th, you will be able to prepare for the GED test in the privacy of your cell. Each week, for the next 20 weeks, cable TV Channel 12 will telecast GED study lessons.

Telecasting will occur every Tuesday & Thursday morning (from 10:00 to 11:00 A.M.) with a repeat performance on every Tuesday & Thursday evening (from 7:00 to 8:00 P.M.) In other words, two lessons will be shown each week and be repeated.

The first video presentation will describe how to work towards your GED with this program.

For your convenience, the education will make available free lesson supplements should you want additional preparation practice.

Some inmates do not have TV's. For these inmates, the education department will schedule classes.

IF YOU DO NOT HAVE A TV and are interested in participating in such a program (both day & night classes), send a request slip to the education department. Deadline for these request slips is 9/26/83. Indicate whether you want morning or evening classes.

This TV program is an excellent one and can help you to prepare for the GED test. Even those who have GED's or high school diplomas will find the TV program helpful.

This GED TV series is made possible through the efforts of SCI Education Department, and the series will play throughout Huntingdon County.

cc: Acting Superintendent Wicker
Deputy Zumpetta
Major Domovich
Mr. Henry
Education Staff
Counselors
File

STATE CORRECTIONAL INSTITUTION
HUNTINGDON, PENNSYLVANIA
EDUCATION OFFICE

September 28, 1983

SUBJECT: Cable TV - G.E.D. Cell Study on Channel 12

TO: General Population

FROM: S.G. Polte
Director of Education

BY: G.S. Lucas
Academic Counselor

Approved By: A.W. Zumpetta
Deputy Superintendent/Treatment

Beginning on Tuesday, September 27th, you will be able to prepare for the G.E.D. test in the privacy of your cell. Each week, for the next 20 weeks, cable TV Channel 12 will telecast G.E.D. study lessons.

Telecasting will occur every Tuesday & Thursday morning (from 10:00 to 11:00 A.M.) with a repeat performance on every Tuesday & Thursday evening (from 7:00 to 8:00 P.M.). In other words, two lessons will be shown each week and be repeated.

The first video presentation will describe how to work towards your G.E.D. with this program.

For your convenience, the education department will make available free lesson supplements should you want additional preparation practice.

This TV program is an excellent one and can help you to prepare for the G.E.D. test. Even those who have G.E.D.'s or high school diplomas will find the TV program helpful.

This G.E.D. TV series is made possible through the efforts of SCI Education Dept., and the series will play throughout Huntingdon County.

STATE CORRECTIONAL INSTITUTION
HUNTINGDON, PENNSYLVANIA
EDUCATION OFFICE

February 24, 1984

SUBJECT: Cable TV G.E.D. Study - Channel 12

TO: General Population

FROM: S.G. Polte
S.G. Polte
Director of Education

BY: G.S. Lucas
Academic Counselor

Approved: A.W. Zumpetta
Deputy Supt./Treatment

Have you been watching any of the Project GRADS G.E.D. study lessons on Cable Channel 12? They have been on TV every Tuesday and Thursday morning and evening since late September, 1983.

If you have been watching any of these lessons and you haven't yet registered, please do so by sending a request slip to the Education Department no later than March 1, 1984. Let us know what you are doing. We will follow up your request slip with an interview.

Registration is important for a couple of reasons. First of all, it lets us know that you're studying on your own. Secondly, it gives our office a chance to document your effort in your school record. This gives you credit where the credit is due.

Thanks for your cooperation!

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KET/Cambridge Videotape GED Program

KET/CAMBRIDGE VIDEOTAPE GED PROGRAM

34 1/2 hr. Color Videotapes
3 Interactive Student Videotexts
Comprehensive User's Guide

KEY INSTRUCTIONAL FEATURES

- Nationally acclaimed and widely broadcast videotape instructional program developed by Kentucky Educational Television
- The three videotexts, developed by Cambridge and keyed to each videotape, actively involve the student in each lesson
- Each videotext includes a complete, simulated GED pretest and posttest followed by explanatory answers and skill identification charts
- Lessons allow teachers to pace and individualize instruction
- Entertaining format keeps motivation high and students returning to class

THE VIDEOTEXTS

Three videotexts, divided into lessons which correspond to the 34 videotapes. Each lesson consists of three sections:

- (1) *Before Watching*, which clearly states unit objectives, definitions, and explanations of key vocabulary words, phrases, or concepts, and summarizes the tape.
- (2) *While Watching*, which includes passages read by the students along with screen narrator to enhance reading comprehension, practice exercises concurrent with viewing, and detailed explanations for answers.
- (3) *After watching*, with additional exercises to provide practice in acquired skills; includes complete answers and explanations.

USER'S GUIDE

The guide contains a sequential description of the videotapes, with segment times and tape counter numbers provided to make reviewing a section easier. In addition, it provides a list of the skill objectives of each program; key vocabulary and basic principles for each lesson, cross-referenced to related videotext material; a chart of skills presented in the videotapes and videotexts; and suggested lesson plans and teaching strategies.

Reading

13 Video tapes

1 Student Videotext

1. *Orientation/Test Taking Skills*
2. *Reading Comprehension I* Main Idea, Supporting Idea, Relationships, Cause and Effect
3. *Reading Comprehension II* Inference, Author's Point of View, Application of Ideas, Words in Context
4. *Reading/Social Studies I* Government, Constitutional Convention, Principles of the Constitution, Three Branches of Government
5. *Reading/Social Studies II* Economics, Different Economic Systems, Role of Government, Graphs
6. *Reading/Social Studies III* Anthropology, Geography, Map Reading, Sociology, Varying Viewpoints
7. *Reading/Science I* The Heart, The Blood Vessels, Heart Disorders and Treatments
8. *Reading/Science II* The Blood, The Circulatory and Respiratory Systems, Diseases and Treatments
9. *Reading/Science III* The Atom, Atomic Energy
10. *Reading/Literature I* Style and Tone
11. *Reading/Literature II* Figurative Language, Simile, Metaphor, Personification
12. *Reading/Literature III* Poetry—Figures of Speech, Sound and Repetition, Comprehension
13. *Reading/Literature IV* Poetry—Identifying Poetic Devices
 Drama—Identifying Plot, Dialogue
 Characterization, Setting and Climax

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English Grammar**10 Videotapes****1 Student Videotext**

1. **Grammar I** Subject-Verb Agreement, Basic Definitions, Verbs in Present Tense, Formation of Plurals
2. **Grammar II** Subject-Verb Agreement, Special Types of Subjects
3. **Grammar III** Pronouns—Subjective, Objective, Possessive Case
4. **Grammar IV** Pronouns—Agreement and Other Problems in Usage
5. **Grammar V** Verbs—Regular and Irregular Forms
6. **Grammar VI** Adjectives and Adverbs
7. **Grammar VII** Capitalization and Punctuation—Period, Question Mark, Exclamation Point, Comma
8. **Grammar VIII** Punctuation—Semicolon, Apostrophe, Quotation Marks, Colon
9. **Grammar IX** Spelling
10. **Grammar X** Miscellaneous Usage Problems Involving Dangling Modifiers, Verbs, Parallel Constructions, Troublesome Words, Commonly Confused Words, Logic and Organization

Mathematics**11 Videotapes****1 Student Videotext**

1. **Math I** Fractions—Adding Fractions with Like and Unlike Denominators, Mixed Numbers
2. **Math II** Fractions—Subtraction, Multiplication, Division; Introduction to Decimals
3. **Math III** Decimals—Addition, Subtraction, Multiplication, Division, Fractional Equivalents
4. **Math IV** Rounding Off, Ratios, Proportions, Conversions of Measurement
5. **Math V** Percents—Expressing as a Fraction or Decimal, Finding the Percent of a Number
6. **Math VI** Percents and Interest—Finding What Percent One Number is of Another, Finding a Number of Which a Percent is Given, Simple Interest, Compound Interest
7. **Math VII** Graphs—Bar, Line, Circle—Reading Graphs
8. **Math VIII** Angles—Complements and Supplements, Parallel Lines and Transversals
9. **Math IX** Perimeter and Area—Square, Rectangle, Triangle, Properties of Triangles
10. **Math X** Circumference, Area, and Volume—Circles, Volume of Solids, Properties of Circles
11. **Math XI** Algebra—Introduction to Terminology, Multiplying Algebraic Terms, Factoring Expressions, Combining and Multiplying Expressions

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Official GED Practice Test

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THE OFFICIAL GED PRACTICE TEST

Two Tests in English, Print and Audio
Two Tests in Spanish, Print Only
One-Page Answer Sheet
Administrator's Set

KEY INSTRUCTIONAL FEATURES

This is the bona fide GED Practice Test, written and produced by the actual test makers, the GED Testing Service of the American Council on Education, distributed *exclusively* by Cambridge. This test can effectively help candidates:

- Determine readiness to take the full-length GED;
- Identify general strengths and weaknesses in the various subject areas;
- Alleviate anxiety associated with taking the actual GED Test.

This test can enable an educator to compare candidate's performance with level of performance required on the actual GED Test.

These tests are essential tools in determining a candidate's readiness. And they are the *only* official tests from the GED test-makers themselves, distributed by us *exclusively*. Why invest in any other? Results from these proven predictors are generally within 5 points of a student's performance on the actual exam.

PRICE

TITLE	PRICE	TITLE	PRICE
English Form A— 1 student test booklet, 1 answer sheet, 1 info. bulletin	1.75	SPANISH FORM A Test Packet (1 Test Booklet, 5 self-scoring answer sheets— Writing Skills, Social Studies, Science, Reading, Math— 1 Summary Profile Sheet, 1 GED Information Bulletin)	3.00
English Form A— 10 student test booklets, 10 answer sheets, 10 info. bulletins	14.50	SPANISH FORM B Test Packet (1 Test Booklet; 5 self-scoring answer sheets— Writing Skills, Social Studies, Science, Reading, Math— 1 Summary Profile Sheet, 1 GED Information Bulletin)	3.00
English Form A—10 student test booklets, 10 info. bulletins	13.00	Spanish GED Teacher's Manual	6.00
English Form B— 1 student test booklet, 1 answer sheet, 1 info. bulletin	1.75	(Used with both Forms A & B)	
English Form B— 10 student test booklets, 10 answer sheets, 10 info. bulletins	14.50	AUDIOTAPE EDITIONS Each edition contains 6 audiotapes—in English only— Writing Skills, Social Studies, Science, Reading, Math, and one instructional tape.	
English Form B—10 student test booklets, 10 info. bulletins	13.00		
One-page answer sheet— set of 50	7.75		
Administrator's set— Teacher's Manual PLUS scoring templates for both English Form A & B	10.00		
English Form A & B Teacher's Manual Only	5.00	Form A	42.00
		Form B	42.00

*Student answer keys available upon request.

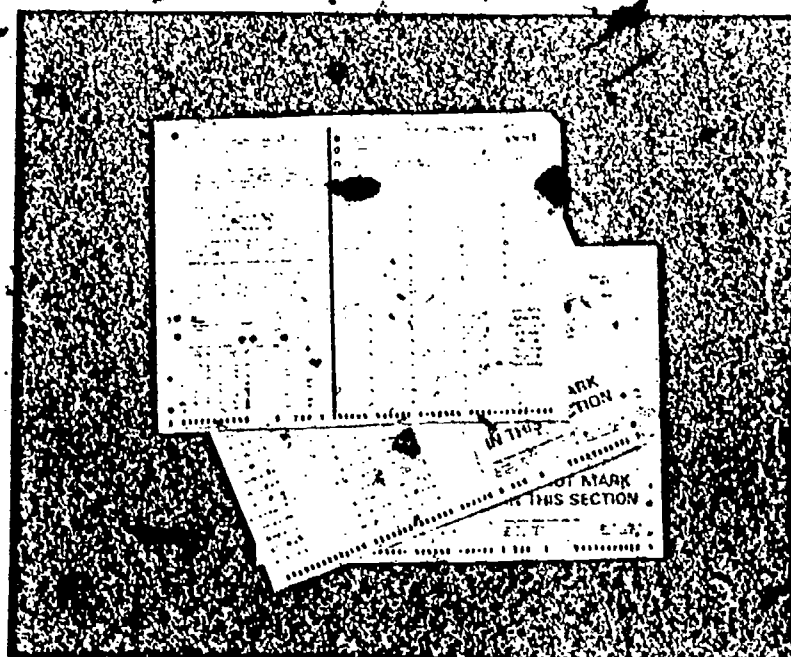
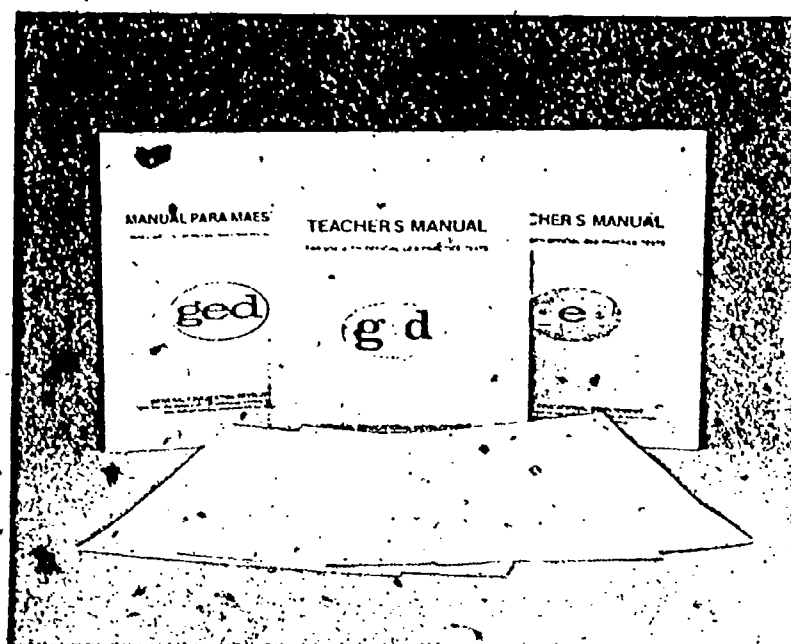
THE ADMINISTRATOR'S SET

Specially designed scoring templates, which facilitate rapid scoring, along with a detailed Teacher's Manual provide a cost-effective way of obtaining and evaluating students' results.

THE NEW ONE-PAGE ANSWER SHEET

In a format similar to that of answer sheets accompanying the full length GED Test, this new Cambridge offering accommodates all five of the subtests on both sides of a single sheet, contains a summary profile chart that helps students compare their scores on the five tests

- Test 1 The Writing Skills Test
- Test 2 The Social Studies Test
- Test 3 The Science Test
- Test 4 The Reading Skills Test
- Test 5 The Mathematics Test



MATERIALS THAT DO THEIR JOB.

SO YOU CAN DO YOURS.

THE TESTS: IN ENGLISH (PRINT AND AUDIO) AND IN SPANISH (PRINT ONLY)

The Official GED Practice Tests were developed and normed under the same conditions, by the same organization, as the full-length secure tests. Each one

statistically equated to a full-length secure GED Test, and clearly parallels the content, format, and range of difficulty of the full-length GED Tests. There is Test A and Test B in both English and Spanish. The Spanish tests are not merely translations but completely different versions.

OFFICIAL
GED PRACTICE TEST



GENERAL EDUCATIONAL DEVELOPMENT
GED TESTING SERVICE OF THE AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE, WASHINGTON, D.C. 20036

Form A
2nd Edition

OFFICIAL
GED PRACTICE TEST



GENERAL EDUCATIONAL DEVELOPMENT
GED TESTING SERVICE OF THE AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE, WASHINGTON, D.C. 20036

Form B
2nd Edition

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PROJECT "GRADS"

KET TELEVISION STUDY GUIDES

OLD
EDITION

NEW
EDITION

READING

READING COMPREHENSION

PROGRAM ONE:

UNIT 1:	THE MAIN IDEA	P. 6	P. 18
UNIT 2:	SUPPORTING IDEAS	P. 7	P. 19
UNIT 3:	RELATIONSHIPS	P. 10	P. 20

PROGRAM TWO:

UNIT 4:	INFERENCE	P. 17	P. 29
UNIT 5:	AUTHOR'S POINT OF VIEW	P. 21	P. 31
UNIT 6:	APPLICATION OF IDEAS	P. 22	P. 32
UNIT 7:	WORDS IN CONTEXT	P. 23	P. 33

SOCIAL STUDIES

PROGRAM ONE:

UNIT 1:	GOVERNMENT	P. 33	P. 44
UNIT 2:	CONSTITUTIONAL CONVENTION	P. 36	P. 45
UNIT 3:	PRINCIPLES OF CONSTITUTION	P. 37	P. 46
UNIT 4:	THREE BRANCHES OF GOV'T	P. 39	P. 47

PROGRAM TWO:

UNIT 5:	ECONOMICS	P. 47	P. 56
UNIT 6:	DIFFERENT ECONOMIC SYSTEMS	P. 49	P. 58
UNIT 7:	ROLE OF GOV'T IN ECONOMICS	P. 51	P. 59
UNIT 8:	GRAPHS	P. 53	P. 60

PROGRAM THREE:

UNIT 9:	ANTHROPOLOGY	P. 61	P. 72
UNIT 10:	GEOGRAPHY	P. 63	P. 73
UNIT 11:	MAP READING	P. 64	P. 74
UNIT 12:	SOCIOLOGY	P. 67	P. 76
UNIT 13:	VARYING VIEWPOINTS	P. 68	P. 77

SCIENCE

PROGRAM ONE:

UNIT 1:	THE HEART	P. 77	P. 90
UNIT 2:	THE BLOOD VESSELS	P. 81	P. 93

PROGRAM TWO:

UNIT 3:	THE BLOOD	P. 91	P. 104
UNIT 4:	CIRCULATORY & RESPIRATORY	P. 95	P. 106

PROGRAM THREE:

UNIT 5:	THE ATOM	P. 107	P. 118
UNIT 6:	ATOMIC ENERGY	P. 111	P. 122

	OLD EDITION	NEW EDITION
READING (CONT)		
LITERATURE		
PROGRAM ONE:		
UNIT 1: STYLE & TONE	P. 129	P. 144
PROGRAM TWO:		
UNIT 2: PROSE - FIGURATIVE LANGUAGE	P. 138	P. 154
UNIT 3: PROSE - READING COMPREHENSION	P. 142	P. 156
PROGRAM THREE:		
UNIT 4: POETRY - FIGURES OF SPEECH, DEVICES OF SOUND AND REPETITION, READING COMPREHENSION	P. 149	P. 166
PROGRAM FOUR:		
UNIT 4: CONTINUED - POETRY ADDITIONAL INFORMATION	P. 164	P. 180
UNIT 5: DRAMA	P. 173	P. 181
ENGLISH		
ENGLISH GRAMMAR		
PROGRAM ONE:		
UNIT 1: SUBJECT-VERB AGREEMENT	P. 23	P. 11
PROGRAM TWO:		
UNIT 2: SUBJECT-VERB AGREEMENT CONTINUED	P. 34	P. 30
PROGRAM THREE:		
UNIT 3: PRONOUNS	P. 49	P. 46
PROGRAM FOUR:		
UNIT 4: PRONOUNS CONTINUED	P. 62	P. 65
PROGRAM FIVE:		
UNIT 5: VERBS	P. 79	P. 82
PROGRAM SIX:		
UNIT 6: ADJECTIVES & ADVERBS	P. 92	P. 96
PROGRAM SEVEN:		
UNIT 7: CAPITALIZATION & PUNCTUATION	P. 105	P. 109
PROGRAM EIGHT:		
UNIT 8: PUNCTUATION CONTINUED	P. 121	P. 123
PROGRAM NINE:		
UNIT 9: SPELLING	P. 134	P. 139
PROGRAM TEN:		
UNIT 10: MISC USAGE PROBLEMS	P. 157	P. 158

OLD
EDITION

NEW
EDITION

MATHEMATICS

PROGRAM ONE: UNIT 1: FRACTIONS	P. 3	P. 18
PROGRAM TWO: UNIT 2: FRACTIONS CONTINUED	P. 21	P. 40
PROGRAM THREE: UNIT 3: DECIMALS	P. 39	P. 67
PROGRAM FOUR: UNIT 4: RATIO & PROPORTION	P. 54	P. 86
PROGRAM FIVE: UNIT 5: PERCENT	P. 72	P. 106
PROGRAM SIX: UNIT 6: PERCENT & INTEREST	P. 91	P. 126
PROGRAM SEVEN: UNIT 7: GRAPHS	P. 107	P. 143
PROGRAM EIGHT: UNIT 8: ANGLES	P. 126	P. 157
PROGRAM NINE: UNIT 9: PERIMETER & AREA	P. 139	P. 169
PROGRAM TEN: UNIT 10: CIRCUMFERENCE, AREA, VOLUME	P. 151	P. 181
PROGRAM ELEVEN: UNIT 11: ALGEBRA	P. 164	P. 193

APPENDIX B

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*You are cordially invited to attend the
Projects Grads Kick-Off Luncheon
Monday morning, the twenty-sixth of September
Nineteen hundred and eighty-three
at eleven-thirty o'clock
at the Raystown Country Inn
Huntingdon, Pennsylvania
honored guest will be
Dr. William Isler
Special Assistant to the Secretary
Department of Education
Commonwealth of Pennsylvania*

*R. S. V. P.
Harold S. Kimmel
643-2400 Ext. 270*

Kick-Off Held In GRADS Plan

Huntingdon, Saxton, and Mount Union, Pa., Tuesday, September 27, 1983.

An enthusiastic group of men and women from all sections of Huntingdon County gathered at the Raystown Country Inn at lunchtime yesterday to officially kick-off Project GRADS - the 'Never Too Late' program designed to encourage and help area residents obtain high school diploma.

The multi-faceted program gives residents a variety of options to select in pursuing a course of study expected to culminate in testing for the General Equivalency Diploma.

Harold Kimmel and Geoffrey Lucas, coordinators of the program reported that more than 150 persons have already signed up to take the course in one of the many forms being offered.

John Neumann of the State Correctional Institution at Huntingdon, served as the master of ceremonies for the luncheon and the invocation was given by Huntingdon County Commissioner Merle Steninger.

Special guest at the luncheon was Dr. William Isler, special assistant to the

(Cont'd on Page 3)

Kick-Off

(Cont'd from Page 1)

Secretary of the Department of Education of the Commonwealth of Pennsylvania.

He told the members of the Project GRADS advisory committee that "we feel that this program is a model for the state." He explained that success in Huntingdon County could mean that the program will spread through other counties in the Commonwealth.

Dr. Isler noted that the Department of Education is very concerned about programs for adult literacy and adult education throughout the state and noted that this is a "key area that we are working on."

Noting the many educators from throughout the county in the audience Dr. Isler said "I work with the Tuscarora Intermediate Unit and the school districts and I'm not surprised at this response."

Dr. Isler stressed the importance of this cooperation in making a project work and told the advisory committee that "this program can really help people get moving."

Attending the meeting were Harold Kimmel, GRADS coordinator; Geoffrey Lucas, GRADS coordinator; John Neumann, instructor of the printing school, SCIH; Renee Lucas, GRADS secretary; Tony Sumpetta, deputy superintendent for treatment, SCIH; Ted Schreiber, volunteer tutor; Chet Isett, Huntingdon TV Cable Company; James Hunt, editor, The Daily News; Dr. Donald Evans, superintendent of schools, Juniata Valley School District; Sandy Hileman, director, Retired Senior Volunteer Persons; Jo Ann Remek, coordinator, Huntingdon County Retired Senior Volunteer Persons; Harold Estep, superintendent of schools, Mount Union Area School District; Laurie Tynan, Huntingdon County Librarian; Josephine B. McMeen, Radio Station WHUN; Amy Christopher, GRADS volunteer coordinator; Anthony Labriola, Tuscarora Intermediate Unit; Ellis Griffith, director of the Huntingdon County Area Vocational-Technical School; Eugene Ellinger, work co-ordinator, Huntingdon County Area Vocational-Technical School; Merle Steninger, Huntingdon County Commissioner; Paul Moore, pupil services and adult education administrator for the Huntingdon Area School District; Joseph F. Biddle, II, publisher, The Daily News; Gerald Bau, superintendent of schools, Southern Huntingdon County School District; Edward Hassen, principal, Southern Huntingdon County High School; William Keim, superintendent of schools, Huntingdon Area School District and Peter Ludwig, principal, Juniata Valley School District.

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P-1

One Of Project GRADS Options

'Never Too Late' Course Lessons To Begin Oct. 3

"Never Too Late," GED newspaper course designed for readers of The Daily News who want to earn a high school equivalency diploma, begins this week. The first two study lessons will appear beginning the week of Oct. 3. Every week thereafter 34 more lessons will appear for approximately 20 consecutive weeks.

The newspaper lessons require no classroom attendance and are just one of several study options offered by Project GRADS.

Once completed, readers will have a better chance of obtaining sufficient scores in the GED (General Equivalency Diploma) test.

The "Never Too Late" study lessons deal with English usage, reading skills, vocabulary and basic mathematics.

A complete set of all the "Never Too Late" study lessons will be made available FREE to non-subscribers in the form of a special supplement to The Daily News. Beginning this week, the supplements can be picked up at any of the branch libraries in Alexandria, Mount Union, and Orbisonia, or at the main library in Huntingdon. Supplements will also be available at The Daily News office, through the Bookmobile, as well as at any of the sites listed below.

It is recommended that adult students work two newspaper lessons each week. Should additional help be needed by the student, tutoring sites are set up at the following locations, evenings and times:

Huntingdon Area Senior High School, 110 - By the Gym, Mondays and Wednesdays, 6:00 to 9:00 p.m.; Huntingdon Area Vocational Technical School, Cosmetology Room, Thursday,

7:00 to 9:00 p.m.; Juniata Valley Senior High School, - By Main door, Wednesday, 7:00 to 9:00 p.m.; Southern Huntingdon Senior High School, 206 - Jr. High Wing, Wednesday, 7:00 to 9:00 p.m.; Mount Union Junior H. S., 113 - Door at end of parking lot, Mondays and Tuesdays, 6:00 to 9:00 p.m.; Huntingdon County Library, McMurtrie Room, Monday, 7:00 to 9:00 p.m.

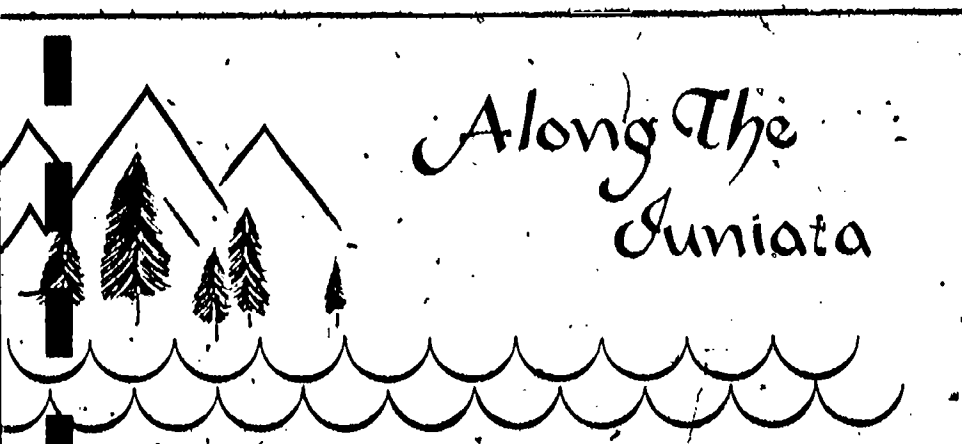
In addition to the newspaper supplement, GED study lessons will be cablecast on Channel 12 by the Huntingdon TV Cable Company beginning Tuesday, Sept. 27. The cable company will cablecast two 1/2 hour lessons each week for approximately twenty weeks. Viewing times will be from 10:00 to 11:00 a.m. every Tuesday and Thursday mornings and from 7:00 to 8:00 p.m. every Tuesday and Thursday evenings. The same TV lessons will be available for viewing at all of the sites listed above except for Huntingdon High School.

Participants are encouraged to fill out registration forms if they choose to participate in any of the study options that make up Project "GRADS" (Grass Roots Alternative Diploma Study) because "GRADS" is a PA Dept. of Education experimental program that encourages personalized contact.

Anyone interested in volunteering to help make "GRADS" work in Huntingdon County, is encouraged to call Harold Kimmel or Geoff Lucas at 643-2400 from 8:00 a.m. to 4:00 p.m.

Watch next week's Daily News for the first lesson, one on vocabulary and one on fractions. Don't get discouraged or give up if you don't understand a lesson. Go to one of the sites for additional help or call one of the co-directors.

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Along The Juniata

P. 8

But these days, you can be sure people are walking because they prefer to... DO YOU THINK MANY TREES around Huntingdon are dying — and I don't mean coming to the end of the season? I've been disappointed to see many leafless or brown-leaved trees on our streets. THAT BROKEN ELBOW caused me to miss some things around beautiful Raystown Country this summer, but I was able to pull up to the Farmer's Table for a bowl of tasty tomato-zucchini soup a la Andrea McGraw. Congratulations on your FIFTH!... RE THAT ELBOW OF MINE and other broken pinions suffered this summer, I want to say "Thanks" again to Hector Feagley, at Ritchey's, my "therapist" who was so comforting on a hot, humid day this summer. (One day? Every day!) He really helped me feel good about feeling bad. When I told him that my elbow hurt, he said, "I know, Jo. Mine does, too." His was injured a few years back... IT'S A SMALL WORLD stories popped out at the GRADS kick-off luncheon at Raystown Country Inn the other day. First of all, seated at our table, was Amy Pepple Christopher, a graduate of Northern Bedford High School, who had been a member of the Press Club there. I had frequently edited her stories, but we had never met. She's the volunteer coordinator in the program, and those with whom she works are lucky indeed — a charming, outgoing, bright young woman... DR. WILLIAM ISLER, of Harrisburg, special assistant to the Secretary of the Department of Education, was speaker at the meeting, and at one point, he thought Christmas! There in the audience was "Santa Claus" Tony Zumpetta, a deputy super at SCIH. They had worked in years past together at Monessen, Isler with handicapped children and Tony as "St. Nick." Tony loves this activity and is planning to purchase an authentic North Pole suit, and offer his services in our area. His little boy will accompany him dressed as one of Santa's elves... PRINCIPAL EDWIN HASSON, of Southern Huntingdon County High, was at the GRADS luncheon. First time I heard him addressed as "Dr." He received his doctorate in education ad-

ministration at the end of the summer. Felicitations, Ed!... THAT AIRPLANE CRASH on Fourth Street in New Cumberland last month was experienced first-hand by Chris Vogt, son of Marie and Bob Vogt, of 2400 Shadyside Avenue. It happened about a block away from Chris and Diann's home, (Diann is the daughter of Lena and Dick Whitsel.) Bob was visiting them at the time and heard the crash. At first he thought Chris had had an accident, for he was driving a truck and wasn't too happy about the way it was operating. Chris was at the corner, and saw the plane come swooping down and then burst into flames. He was asked later to give a statement to the Federal Aviation Commission. Diann called the fire company... CHEERS TO FATRINA CHURCH, former School News page reporter for HHS, graduate of Duke with honors, and now a first year law student at New York University. Shortly after arrival in New York, she saw a call for auditions for the New York City Opera Choral Society. She tried out, was accepted, and will be part of the group singing the "Messiah" at Carnegie Hall in December... ALL THOSE PREHISTORIC tools and weapons of the Webb collection, which Paul Heberling discussed at the

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OA-501-A 10-66

COMMONWEALTH OF PENNSYLVANIA
October 28, 1983SUBJECT: New article for Correctional NewsfrontTO: Anthony W. Zumpetta
Deputy Superintendent/TreatmentFROM: *Steven Polte*
Steven Polte
Director of EducationAttached please find an article from Geoff Lucas for the Corrections Newsfront.cc: Geoff Lucas
File

PROJECT "GRADS" COMES TO HUNTINGDON

Two Pennsylvania Department of Education employees at SCIH Huntingdon have launched an innovative project which provides free General Education Development (GED) preparation. Project "GRADS", or Grass Roots Alternative Diploma Study, revolutionizes standard GED instruction programs for it brings GED preparation directly into the adult's home and his community.

"GRADS" directors, Harold Kimmèl, PDE Field Coordinator, and Geoffrey Lucas, Academic Counselor, have created a three phase or option program linking existing community services, local school districts, and area businesses. It is supported by federal funds channeled through Pennsylvania's Department of Education and by public service contributions by The Daily News and the Huntingdon TV Cable Company. It's the first of its kind in the state of Pennsylvania.

Projects GRADS - Grass Roots Alternative Diploma Study - was deemed necessary when the 1980 census revealed the following statistics: (1) 40% of the adults in Huntingdon County have not earned a high school diploma, (2) unemployment stands at 20% in Huntingdon County, (3) Huntingdon County's rate of teenage pregnancies is the highest in Pennsylvania and, unofficially, the third highest in the nation.

GRADS is designed to prepare any interested Huntingdon County resident to take a high school equivalency test. Lessons are available 3 ways: by television, newspaper, and tutoring.

Two one-half hour lessons of the Cambridge KET GED videotapes are broadcast twice a week by Huntingdon TV Cable Company. For those adult students out of the cable company's viewing area, video cassette recorders are set up at predetermined contact sites throughout the county. Each site is manned with volunteer tutors.

The Huntingdon Daily News newspaper prints 2 "Never Too Late" study lessons each week as a public service. For those non-subscribers, the newspaper provides free supplements.

At the present time there are over 300 Huntingdon counties participating in "GRADS". An additional 60 SCIH inmates also watch "GRADS" on cable TV and have already checked out a set of "GRADS" study guides and a set of study lessons entitled "Never Too Late". The "Never Too Late" program and its practice study lessons were recently adopted by the Bureau of Corrections as a major component of the cell study program for execution cases. Steven Polte, Director of Education, Geoff Lucas, and Mike Dimoff, Learning Center Coordinator, recently presented a "Never Too Late" workshop at the Bureau.

"GRADS" has become very popular inside SCIH. Inmates can attend class as well as have the convenience of TV lessons in their cell.

The Pennsylvania Department of Education is looking at "GRADS" in hopes that it may hold even greater promise statewide.

(Any questions concerning this article may be directed to Geoff Lucas at (814) 643-2400 ext. 382).

JUNIATA COLLEGE

Huntingdon, Pennsylvania 16652

814-643-4310

October 5, 1983

Geoffrey Lucas
State Correctional Institution
of Huntingdon
Huntingdon, PA 16652

Dear Geoff:

First, may I take this opportunity to sincerely thank you for involving me in the Grass Roots Alternative Program Study (GRADS). The more I read about this innovative outreach project, the more enthused I become.

The article, which was run in The Juniatian on our campus is enclosed for your information. Although we haven't had a great response yet, I'm confident they will volunteer. Would you like me to refer the volunteers to you or Mr. Kimmel?

Again, thank you for including me. I look forward to working with you further on this important project.

With common interests,



Julia A. Keehner
Assistant Dean of Student Services
for Residential Life

Assistant Dean of Student Services,
the tutoring end of the program is where Juniata students can help. Contact sites will be set up at various locations and times for one-to-one informal tutoring. Volunteers may put in as few or as many hours as they wish, the norm being 2 hours per night per week. According to Keehner, this is an "excellent volunteer opportunity" for all students at Juniata.

Further questions and interested volunteers may be directed to Ms. Keehner's office in Founders Hall.

by Clanny Cooper

Juniata students now have the opportunity to volunteer their time to help Huntingdon County residents earn high school diplomas through Project "GRADS".

Project GRADS — Grass Roots Alternative Diploma Study — was deemed necessary when the 1980 census revealed the following statistics: (1) 40% of the adults in Huntingdon County have not earned a high school diploma, (2) unemployment stands at 20% in Huntingdon County, (3) Huntingdon County's rate of teenage pregnancies is the highest in Pennsylvania and, unofficially, the third highest in the nation.

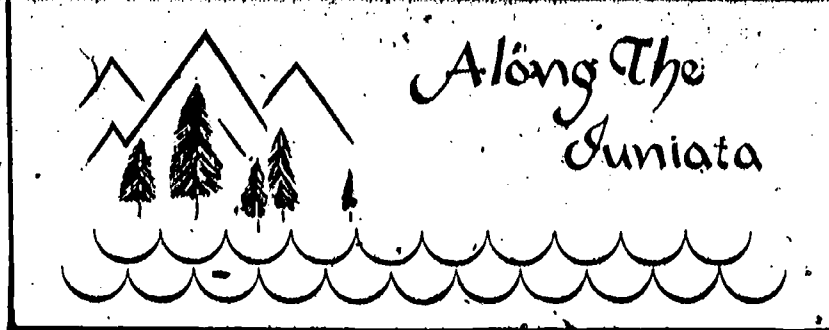
GRADS is designed to prepare any interested Huntingdon County resident to take a high school equivalency test. Lessons will be available in 3 ways: by television, newspaper, and tutoring.

Two one-half hour lessons will be broadcast twice a week by Huntingdon TV Cable Company. For those adult students out of the cable company's area, video cassette recorders will be set up at predetermined sites throughout the county.

The Daily News will be printing 2 lessons each week as a public service. For those non-subscribers, the newspaper will provide free supplements.

According to Julie Keehner, As-

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An innovative blessing....

By Jo McMeen

When you count your blessings tomorrow, Thanksgiving Day, be sure to include two Huntingdon County educators. Because of the interest and dedication of these two men, Huntingdon County has an opportunity to make a great stride forward in the education of its citizens.

Harold "Jim" Kimmel, of Rockhill Furnace and Geoffrey Lucas, of Huntingdon, R.D. 1, are the recipients of the 1983 ATJ "Some Pumpkins" designation. This honor is being bestowed on them for an innovative educational idea, thought through and implemented the Grads Roots Alternative Diploma Study.

How admirably they meet the criterion for the annual citation — "contributing something of value to the community, for the betterment of all its people, above and beyond the norm."

GRADS

Well Touted

I'll wager most every person who can hear, read or see in our area knows about the GRADS program. It's been touted through The Daily News, Huntingdon TV Cable Company, on radio and at schools, clubs and civic organizations. The program aims to bring the GED, General Educational Development preparation, directly into homes.

A GED equivalency diploma, equal to a high school diploma, could bring major changes in the life of the recipient, and the community in which he or she lives.

According to the GRADS originators and coordinators, "attaining a diploma could be the important first step to a new or better job, vocational training, college, military service or even self-satisfaction." The value of persons with high school diplomas to the overall economic advancement of a community is obvious.

Who Needs It?

Through census figures, it was discovered that 40 percent plus of Huntingdon County adults do not have high school diplomas or GED equivalency diplomas.

Who Wants It?

The response has been beyond the "wildest dreams" of the originators and the enthusiastic supporters. The Daily News, Huntingdon TV, Cable Company, and the Pennsylvania Department of Education. The department granted federal funds for the project after studying the detailed grant request prepared by Kimmel and Lucas.

How Many Enrolled?

Two hundred and ninety-three persons are involved in the GRADS program, from all



HAROLD "JIM" KIMMEL



GEOFFREY LUCAS

areas of the county, plus 38 inmates at SCH, making a total of 331. Average age among the students is 34, the youngest pupil is 17 and the oldest 75. Sixty-one persons are using television lessons in their homes; 131 through The Daily News' printed lessons. 202 are enrolled at the various GRADS sites around the county. A large group of enthusiastic and dedicated "tutors" are helping out on a weekly basis with students at the school and library sites.

How many will complete the course and get diplomas?

192 To Go

The sponsors used to talk in terms of 100 graduates to be honored at special exercises and a celebration. But I'm thinking that number should be increased to 200. After all, the GRADS program has eight graduates already, and they all made excellent scores in

the GED test.

Everyone in the program has been contacted recently via letter or telephone during review week. This allows the coordinators to keep an up-to-date status on their progress. Before the conclusion of the program in the spring, the coordinators will arrange for review sessions and all kinds of personal help for the students before they take the test.

Felicitations!

Felicitations to Harold and Geoff who reached out to touch a lot of people. After thinking, talking and organizing, they came up with an innovative opportunity to help Huntingdon County residents who don't have high school diplomas.

And they gave hours of their personal time to the project not because they had a lot to spare.

Harold is the field director for the Pennsylvania Department of Education, with offices at the State Correctional Institution at Huntingdon. His civic commitments are heavy: chairman of the Southern Hun-

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Huntingdon County Medical Center board; chairman of the Orhisonia-Rockhill Joint Municipal Authority; secretary and past district governor of the Orby Lions Club; member of the session of the Orhisonia Presbyterian Church. He serves on the board of the Health Systems

Agency and the Comprehensive Health Planning board, two regional responsibilities.

Great Emcee!

For years he has been the masterly master of ceremonies at the Orby-Rockhill Homecoming Beauty Pageant. That's how I first got to know Harold, through judging and doing PR work for the event. Everyone in that area calls Harold, "Jim," and I just talked with his wife, Jo, and asked her why.

She thinks it goes back to his childhood days, but doesn't remember the exact circumstances. I hesitated to ask her what Harold's hobbies are. How would he have time for any?

She said facetiously, "Well, he would tell you anything my wife found for me to do." But he does like woodworking and remodeling around the house.

Two Daughters

Harold and Jo are the parents of two daughters: Susan Elaine (Mrs. John) Sidone, of Ebensburg, court reporter at the Cambria County Courthouse; and Lisa Jane Kimmel, manager of the Ponderosa Steak House at State College.

I commented to Jo, "Say, you can eat free at Ponderosa, can't you?"

She laughed and said, "I suppose so, when we can find time to go over there." Jo is a bookkeeper for C. Black Petroleum at Orhisonia.

This busy man had time to

come up with GRADS. He surely is "Some Pumpkins" and the same goes for his fellow coordinator, Geoffrey Lucas, academic counselor at SCH, for the Pennsylvania Department of Education.

Other Responsibilities

Geoff is involved in other ways at SCH. He teaches

Transactional analysis, communications dynamics and effective speaking to the inmates. He is secretary of the social events committee and voluntarily has spoken to various clubs within the institution on communications and related topics.

He is an active member of the 15th Street United Methodist Church, Huntingdon, singing in the choir and serving on committees. He was a former Sunday School teacher. Geoff is a member of Phi Delta Kappa and Sigma Chi Epsilon fraternity. He is a veteran of the Vietnam War and a member of the VFW. He has had two articles published in three different magazines which he wrote in connection with his jobs at SCH.

Likes Father

"He loves being Daddy to his two-year old son, Ryan," wife Renee told me, "and he enjoys hiking, swimming, tennis, running - and PSU football. He is a great reader, especially Stephen King books."

Renee has taken an important role in the GRADS effort, as secretary. I'm grateful to her for supplying me with the update on the program for the ATJ. She also informed me of an aspect of the program about which I had not heard.

Need Funds!

"The only problem with the program so far is the fact that we are in a financial bind because of having to purchase

more and more books due to the large number of participants. Some of the students have had to get copies made of the lessons on a weekly basis, without being able to have the books. It is hoped

organizations in the area will help us out. I think Harold and Geoff will be sending out a

letter on this subject."

Wouldn't it be an admirable gesture for the clubs and groups in the county who "exchange" gifts at Christmas parties to have a "kitty" for the GRADS program to purchase the needed books?

Busy People Can...

The selection of Harold ("Jim") Kimmel and Geoff Lucas for the ATJ award again points up a truism - busy people can always find time for a worthwhile project. Congratulations, 1983 Pumpkins, you follow well in the footsteps of those named before who have contributed much to our area, beyond what is expected.

Previous winners of the "Some Pumpkins" citation have been Myrtle Walls, Mount Union; May Rigby, Petersburg; Doris Rohrhaugh, Alexandria; CARE; Anonymous Writer of "Quit Smoking" letter; Huntingdon Police Chief Dan Varner; Bicentennial workers throughout the county; Jean Harshbarger, Nancy Taylor and Sara Zahriske, associated with Juniata Valley; the late Elizabeth Daniels Taylor, Huntingdon; Ted Aurand, Community Home, Dr. Philip Dunn; Mount Union youth for promoting their home town; Patricia Bach, Juniata Valley; Huntingdon Arts Centre (now gone) workers; Huntingdon Area Jaycees; Fred Strail, Huntingdon.

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"NEVER TOO LATE" Schedule- Newspaper

- 1st Week- Orientation- Small article about what to expect
- 2nd Week- Reading #1- Vocabulary (Introduction)
Math #2- Fractions
- 3rd Week- Reading #7- Vocabulary (Context)
Math #3- Fractions
- 4th Week- English #3- Subject & Verb
Math #5- Decimals to Fractions
- 5th Week- Reading #3- Vocabulary (Prefixes)
English #10- Confusing Word Pairs
- 6th Week- REVIEW- Small article to review concepts
- 7th Week- Reading #4- Vocabulary (Using the Dictionary)
Math #4- Ratio & Proportion
- 8th Week- Reading #5- Vocabulary (Synonyms)
English #4- Pronoun Agreement
- 9th Week- Reading #6- Vocabulary (Signal Words)
English #5- Pronoun Usage
- 10th Week- Reading #2- Vocabulary (Suffixes)
Math #6- Percent
- 11th Week- REVIEW- Small article to review concepts
- 12th Week- English #7- Sentence Fragments
Math #7- Interchanging Fractions & Percents
- 13th Week- Reading #9- Vocabulary (Spelling & Reading)
English #6- Correct Modifier- Adjectives & Adverbs
- 14th Week- Reading #8- How to Read a Graph
Math #1- Averages
- 15th Week- Reading #10- Vocabulary (Sources of Words)
English #2- Punctuation & Capitalization
- 16th Week- English #9- Style & Diction
Math #8- Signed Numbers
- 17th Week- REVIEW- Small article to review concepts
- 18th Week- Reading #11- Vocabulary (Homonyms)
Math #9- Powers & Roots
English #8- Misplaced Modifiers

- 19th Week- Math #10- Substitution
English #1- Spelling
- 20th Week- Math #11- Equations
English #11- Choosing the Right Word- Usage
- 21st Week- Math #12- Area
Reading #12- Technical Vocabulary
- 22nd Week- English #12- Review Grammar
REVIEW- Math & Reading (Small article to review concepts)
- 23rd Week- GED Practice Test printed in the newspaper

NEVER TOO LATE

Newspaper High School Preparation Course

Huntingdon County Project GRADS

Co-ordinators

Harold S. Kimmel, Box 235, Orbisonia 17243

Geoffrey S. Lucas, Box 243-A, R.D. 1, Huntingdon, 16652

LESSON #1 — READING COMPREHENSION-VOCABULARY INTRODUCTION TO SERIES

What is the status of your vocabulary? Is it high, wide, and handsome or skimpy and shallow? Are you often puzzled by an unfamiliar word that you read? Do you use the guide words when you look up a word in the dictionary? Do you recognize that this has a different sound from this? And do you know which sound each one has? Do you ever try to figure out the meaning of an unfamiliar word by taking it apart and studying its prefix, root, and suffix? Do you ever think "ring" when you read writing? Do you ever hesitate to write a word you know simply because you are not sure of its spelling?

TAKING STOCK OF YOUR VOCABULARY

A strong and sturdy vocabulary is the basic cornerstone on which you build satisfactory reading comprehension.

If you instantly react - with understanding - to each word you see on paper, your reading is smooth, swift, and efficient. But if you stumble over unfamiliar words - if you must worry and wonder about their meanings - you will be a painful, slow, and inefficient reader.

The meaning of a single word is often the key to the significance of a sentence. That single key word is a mystery to you, you may well miss an important concept which the writer is presenting.

For instance - read this sentence:

Through studious application of the basic principles of cybernetics, these men hope to solve many perplexing problems of communication and computation.

Did you register - instantly - on the underlined word? If so, the meaning of that sentence was immediately clear to you. Without that single key word, you could not possibly grasp the concept presented in the sentence.

True when you meet such technical words in your reading they are usually defined for you. That sample sentence does illustrate, however, this basic fact about reading:

Efficient reading demands that you understand every word the writer uses.

Moreover, a word does not have to be long and complex to slow down - or stop - your reading pace. It might only be unfamiliar to you. Many short and apparently simple words are confusing for some readers. Later in this series you will meet some of these confusing words and learn how to handle them with ease.

By studying vocabulary - the forms and meanings of words - you will come to know or be better able to find out the meanings of many unfamiliar words. If you work hard at mastering vocabulary skills, you will be able to express your own ideas clearly, and to interpret someone else's ideas correctly.

This lesson deals with:

- (1) the basic parts of words (roots, prefixes, suffixes);
- (2) the uses and meanings of these parts, and
- (3) how these parts are put together to form words.

Lesson 2 suffixes, and lesson 3 prefixes will go into greater depths.

English words are made up of word parts, called roots, prefixes, and suffixes. Different combinations of these word parts make different words.

Look at the word transportation.

The parts of this word are:

PREFIX: trans-
ROOT: -port-
SUFFIX: -ation

The ROOT is the basic part of the word. The root gives the word its essential meaning. A ROOT is the basic part of a word to which prefixes and suffixes are added.

In the word transportation, the root -port- means "to carry." (Compare: report, reporter, export, portable.)

A PREFIX is a word part added to the beginning of a word or root. A prefix usually changes or qualifies the meaning of the word or root it is attached to. In the word transportation, the prefix trans- means "across" or "beyond." (Compare: transform, transmit, transgress.)

A SUFFIX is a word part added to the end of a word or root. A suffix sometimes changes, or qualifies the meaning of the word or root it is attached to, sometimes changes the form of the word, and sometimes does both.

In the word transportation, the suffix -ation means "the action, process, or result of." (Compare: negotiation, pasteurization, civilization.)

Now let's put the three word parts and their meanings together. You get the following:

transportation: "across" "carry" "the action of" or "the action of carrying across"

This is a satisfactory basic definition of the word transportation, and you thus know its basic meaning.

English words can also be made up of two roots.

ROOT: manu-
ROOT: -facture-

The first root manu- means "hand," or "by hand."

The second root -facture means "to make."

The two roots together with their meanings give us: manufacture, "to hand make," or "to make by hand."

This is the basic definition of the word manufacture, and thus you know its basic meaning.

Knowing the meaning of every part of a word will not necessarily give you the exact meaning of that word as it is used today. The English language is a living language and so is constantly changing. Some words have become broader and more general than the original meaning, while other words have become narrower and more specialized. However, knowledge of the word parts, together with the context of the word in the reading passage, will help you to decide the actual meaning of the word as it is being used.

ROOTS

In studying the roots that follow, and in doing the exercises, remember one thing: the "meanings" given here for each root are vague and general. A root takes on a precise and definite meaning, only when it is combined with other word parts to form a specific word.

MOST FREQUENTLY USED WORD ROOTS (BASES, STEMS)

Root	Meaning	Example
ag, act, ig	act, do	agent
cede, cede, cess	go, yield	success
ceive, cept, cip, cap	take	accept, accept
cur, course	run	concourse
dic, dict	say	dictation
duce, duct	lead	conduct
fact, fie, felt, fact	make do	manufacture
fer	bear, carry	conference
graph, gram	write	telegram
ject	throw	reject
join, junct	join	junction
lat	bear, carry	relate
leg, lect	read	lecture
log	word, study	logic
loqu, loc	speak	loquacious
mis, mise, mitt	send	transmit
mole, mov, mob	move	motion, mob
pend	hang	pendant
port	carry	report
pose, pone	place	repose, postpone
scrib, scrip	write	scripture
sequ, secu, sue	follow	consecutive
spec, spic	look	spectator
sta, stit, sist	stand	station
tact, tang, tain, teg	touch	tangent
tele	far off	television
tra, tract	draw	contract
vene, vent	come	convention
vert, vers	turn	convert
voc, voke	call	vocation, revoke

When you think you know all the roots in the list of "Most Frequently Used Word Roots (Bases, Stems)", complete the following test. Do not refer to the above list. When you have completed the test then refer to the above list.

DIRECTIONS: Complete each of the following sentences with an appropriate word from the list of "Commonly Used Roots". You should remember the words you need from the "Example" column that were read.

ANSWERS APPEAR AT THE END OF THE TEST

1. The police will be called to _____ the unruly mob if it does not leave the premises at once.
2. A _____ is a message written below the main body of a letter.
3. The meeting will _____ in the foreman's office at 5:00 P.M. and break up at 5:30 P.M.
4. When he reached the _____ of the two roads, he didn't know which way to go.
5. His story was so _____ that no one would believe him.
6. The _____ child never stopped talking during the entire trip.
7. His _____ in Africa was to photograph rare species of birds.
8. Everyone stopped and looked at the man in the red underwear who was making _____ of himself.
9. Following his lecture tours and his widely published stories and articles of his long battles against pollution, the well-known author wrote a _____ about his career.
10. No one could _____ him to taste the strange food.

ANSWERS:

1. eject
2. postscript
3. convene
4. junction
5. incredible
6. loquacious
7. mission
8. spectacle
9. sequel
10. induce

EXPLANATION:

1. eject
2. postscript
3. convene
4. junction
5. incredible
6. loquacious
7. mission
8. spectacle
9. sequel
10. induce
- ject
- scrip
- vene
- unct
- cred
- loqu
- mis
- spect
- sequ
- duce
- "throw"
- "write"
- "come"
- "join"
- "believe"
- "speak"
- "send"
- "look"
- "follow"
- "lead"

G.E.D. READING SERIES TIPS #1

1. To improve your reading effectiveness, plan to read at regular intervals, perhaps for only a half hour each time.
2. Do
 - A. Do glance through the passage to discover what field of knowledge it concerns.
 - B. Do read the passage carefully, noticing the relationship of each sentence to the next.
 - C. Do reread the passage if you still do not understand the main idea.

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LESSON #1 — ENGLISH GRAMMAR

SPELLING

Six Basic Rules

Many people stop trying to learn English spelling rules because they are so complicated and because there are so many exceptions. But a knowledge of half a dozen rules can help you spell better, because thousands of words do follow the rules.

- 1. i, e and a**
Use i when the sound is long a (as in ai), except after n.
believe niece brief piece
- 2. Final Silent e**
Drop the final silent e before a suffix (word ending) that begins with a vowel (e.g., i, o, or u).
come + ing = coming value + able = valuable
Keep the final silent e before a suffix that begins with a consonant (any letter except a, i, o, or u).
hate + ful = hateful entire + ly = entirely
- 3. Final y**
If a word ends with a consonant plus y, change the y to i before every suffix except those beginning with i.
worry + er = worrier worry + ing = worrying penny + less = penniless
If a word ends with a vowel plus y, keep the y before every suffix.
display + ed = displayed betray + ing = betraying
Wednesday + s = Wednesdays
- 4. Doubling the Final Consonant**
Take it one step at a time!
First of all, remember that this rule applies only to words ending in a single consonant preceded by a single vowel (stop, flat, begin - but not steel, boat, work) and only to suffixes beginning with a vowel (-ed, -ing, -er, for example).
(a) If the word has only one syllable (stop), double the final consonant before a suffix beginning with a vowel.
stop + ed = stopped flat + er = flatter
swim + ing = swimming run + y = funny
(b) If the word has more than one syllable, double the final consonant only if the accent is on the last syllable.
be gin + ing = beginning re fer + ed = referred
oc cur + ence = occurrence pre fer + ed = preferred
ad mit + ed = admitted re gret + able = regrettable
(But: ben + e fit + ed = ben + e fit ed, re fer + ence = re fer ence.
de val + op + ing = de val op ing. Note that in reference the accent shifts from the last syllable to the first syllable. In reference the accent stays on the far syllable, and the r is doubled.)
- 5. Adding Prefixes**
A prefix is a letter or combination of letters attached ("fixed") to the beginning of a word. Pre-, in fact, is a prefix meaning "before." Other common prefixes are dis-, mis-, il-, in-, im-, re-, and un-. When any of these prefixes are added to a word, the spelling of the word does not change.
dis + satisfy = dissatisfy in + mature = immature
mis + spell = misspell in + ability = inability
mis + inform = misinform re + commend = recommend
il + legal = illegal un + necessary = unnecessary
- 6. -cede, -ceed, or -cede**
This is an easy one. Only one word ends in -cede: supercede. Only three words end in -ceed: exceed, proceed, succeed. All other words that end with this sound end in -cede: precede, recede, concede, for example.

After you have completed the exercises that follow, study the words you missed and the words you had to guess at.

EXERCISE

DIRECTIONS: In each of the following groups of words there may be one misspelled word. Write the letter in the answer column that corresponds to the letter of the misspelled word. If none of the words in the group is misspelled, write the letter E. Answers can be found at the end of the exercise.

- | | | | |
|-------------------------------------|---------------------------------|----------------------------------|----------------------------------|
| 1. (A) appearing
(B) ceiling | (C) forgetting
(D) referred | 6. (A) profited
(B) yield | (C) dissimilar
(D) height |
| 2. (A) exceed
(B) enemy | (C) satisfied
(D) immovable | 7. (A) disagree
(B) unnatural | (C) occurred
(D) useable |
| 3. (A) encouragement
(B) deceive | (C) mistaken
(D) disappear | 8. (A) writing
(B) hurried | (C) winning
(D) dining |
| 4. (A) preparing
(B) niece | (C) desirable
(D) controlled | 9. (A) receipt
(B) advisable | (C) appearance
(D) thinner |
| 5. (A) receiving
(B) precede | (C) applied
(D) beginner | 10. (A) benefited
(B) proceed | (C) preference
(D) admittance |

ANSWERS

- | | |
|---------------------------------|----------------------------------|
| 1. (C) forgetting (See rule 4.) | 6. (B) yield (See rule 1.) |
| 2. (B) enemies (See rule 3.) | 7. (D) useable (See rule 2.) |
| 3. (D) disappear (See rule 3.) | 8. (A) writing (See rule 2.) |
| 4. (C) desirable (See rule 2.) | 9. (B) advisable (See rule 2.) |
| 5. (D) beginner (See rule 4.) | 10. (D) admittance (See rule 4.) |

LESSON #1 — MATHEMATICAL ABILITY

AVERAGES

Suppose that a student took five math tests during a course, and received grades of 64, 87, 90, 76, and 83. If the teacher wanted to give the student a final grade for the course, the teacher might choose a number near the "middle" of the scores. The student should not receive either a 64, his lowest score, or a 90, his highest score. The number representing the score he should receive is called an average.

Rule for Finding an Average

1. Add all the numbers being averaged.
2. Divide the total by the number of numbers added.

EXAMPLE 1 Find the average grade for the student mentioned above.

$$\text{Total} = 64 + 87 + 90 + 76 + 83 = 400.$$

Divide by 5, the number of scores.

$$\begin{array}{r} 80 \quad 80 \text{ is the average score.} \\ 5 \overline{) 400} \\ \underline{40} \\ 00 \end{array}$$

Notice that the average, 80, times the number of grades, 5, is equal to the total, $80 \times 5 = 400$.

EXAMPLE 2 Dan spent 15 days reading a book. Adrienne spent 7 days reading the same book. Tim spent 2 days reading it. What was the average number of days these people spent reading the book?

$$\text{Total: } 15 + 7 + 2 = 24 \text{ days}$$

Divide by 3.

$$\begin{array}{r} 8 \text{ days is the average} \\ 3 \overline{) 24} \\ \underline{24} \\ 0 \end{array}$$

EXAMPLE 3 Ruby has received grades of 92, 89, and 85 on three tests. What must she get on a fourth test in order to have an average of 90?

$$\text{Sum of 3 tests: } 92 + 89 + 85 = 266.$$

To get an average of 90 on four tests, she must have a total of $4 \times 90 = 360$. Since she needs 360, and she has 266, she must get:

$$\begin{array}{r} 360 \\ - 266 \\ \hline 94 \end{array}$$

94 on the fourth test.

Whole Numbers Exercise 3.

1. Find the average of 240, 313, 189, and 270.
2. Jose weighs 87 pounds. His little brother, Manny, weighs 59 pounds. What is their average weight?
3. Sylvia received scores of 81, 75, 72, 92, and 87 on five tests. What must she get on the sixth test in order to get an average of 80?
4. Mr. Shelsier, a car salesman, sold three used cars for \$650 each, four used cars for \$875 each, and two used cars for \$1,100 each. What was the average amount his customers paid for the used cars?
5. Among the five members of the starting lineup of the Rolling Rock State College basketball team, the guards weigh 163 pounds and 189 pounds. The forwards weigh 144 pounds and 178 pounds. How much does the center weigh if the average weight of the players is 156 pounds?

Answers to Whole Numbers Exercise 3.

1. 253
$$\begin{array}{r} 240 \\ 313 \\ 189 \\ + 270 \\ \hline 1,012 \end{array}$$

$$\begin{array}{r} 253 \\ 4 \overline{) 1,012} \\ \underline{1,012} \\ 0 \end{array}$$
2. 73 lbs.
$$\begin{array}{r} 87 \\ + 59 \\ \hline 146 \end{array}$$

$$\begin{array}{r} 73 \\ 2 \overline{) 146} \\ \underline{146} \\ 0 \end{array}$$
3. 73
$$\begin{array}{r} 81 \\ 75 \\ 72 \\ 92 \\ + 87 \\ \hline 407 \end{array}$$

$$\begin{array}{r} 73 \\ 5 \overline{) 407} \\ \underline{407} \\ 0 \end{array}$$
4. \$850
$$\begin{array}{r} 3 \times 650 = \$1,950 \\ 4 \times 875 = 3,500 \\ 2 \times 1,100 = 2,200 \\ \hline \$7,650 \end{array}$$

He sold $3 + 4 + 2 = 9$ cars.
$$\begin{array}{r} \$850 \\ 9 \overline{) \$7,650} \\ \underline{7,650} \\ 0 \end{array}$$
5. 146 lbs.
$$\begin{array}{r} 163 \\ 189 \\ 144 \\ + 178 \\ \hline 674 \end{array}$$

$$\begin{array}{r} 146 \\ 5 \overline{) 674} \\ \underline{674} \\ 0 \end{array}$$

Total = $5 \times 156 = 780$
$$\begin{array}{r} 780 \\ - 634 \\ \hline 146 \end{array}$$

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SSON # 2 — READING COMPREHENSION-VOCABULARY

Suffixes

When you are searching for the meaning of a word in a sentence, try assuming the role of a detective. Just as Sherlock Holmes made the most of every hint and clue, so, too, does the alert reader learn to use his own powers of deduction. And by applying this method carefully, he is usually rewarded with the answer to the meaning of unfamiliar words.

REVIEW: A SUFFIX is a word-part added to the end of a word or root. A suffix sometimes changes or qualifies the meaning of the word or root it is attached to, sometimes changes the form of the word, and sometimes does both.

A suffix added to the end of a word not only may change the meaning of that word, it also frequently changes the function of the word. For example, by adding the suffix -or to the verb act, you get the noun actor, "one who acts." Following is a list of commonly used suffixes in our language. Study each suffix very carefully, and try to figure out the meanings of the example words.

SUFFIXES FORMING NOUNS

Suffix	Meaning	Example
-acy, -ance, -ary, -ce, -ity, -ty, -ness, -or, -ship	state or quality of being	accuracy, transference, poverty, likeness, honor, calamity, friendship
-ant, -ent, -ier, -er, -ist, -or, -sor, -ee	one who	agent, clothier, antagonist, actor, sponsor, lessee
-ion, -ation, -sion	condition or act of	courage, coronation, decision
-ure	act, being	culture, exposure
-ism, -ness	state of being	freedom
-ism, -ness	condition or quality	sisterhood, delay, loveliness
-in, -ance, -ion, -ary, -ory, -ory	pertaining to	action, trajectory
-tude	state of being	solitude
-ice	act, quality	service, justice

FORMING ADJECTIVES

Suffix	Meaning	Example
-able, -ible	able to	agreeable
-al, -ary, -ory, -ic, -ical, -ine	pertaining to	radical, judiciary, comic, porcine
-ish	of the nature of	oaken, Irish
-ful, -eous, -ious, -ous, -ose	full of	bountiful, plentiful, generous, verbose
-ile	pertaining to	civil, infantile
-less	lacking, free of, without	colorless, limitless, hopeless
-ive	related to, tending to	creative, massive

FORMING VERBS

Suffix	Meaning	Example
-fy, -ize	make, form into	beautify, amplify, verify
-ate	make, do	concentrate, fascinate
-ize	make like	sterilize, Christianize

Most adverbs are formed from adjectives by adding the suffix ly at the end of the root.

FORMING ADVERBS

Suffix	Meaning	Example
-er, -er	more-in degree	warmer, richer
-est, -est	most-in degree	coldest, poorest
-most, -most	highest-in degree	hindmost, foremost
-ly	manner	slowly, badly

When you think you know all the suffixes in the list of "Commonly Used Suffixes," complete the following test. Do not refer to the above list.

DIRECTIONS: Complete each of the following sentences with an appropriate word from the list of "Commonly Used Suffixes." You should remember the words you need from the "Example" column that were read.

ANSWERS APPEAR AT THE END OF THE TEST

- Philadelphia is called the City of _____ love.
- After painting the rooms, his apartment was more _____.
- He was tired of his condition of _____ and vowed to become his own master.
- His excellent _____ guided the bowling team to victory.
- He was very _____ in choosing the personnel.
- After their unexpected victory, they spoke more _____ about the future.
- Her experience with children made her an excellent _____.
- The opportunities are _____ for a man of ability and determination.
- Some people equate socialism with _____.
- He was _____ for his red hair and green eyes.

ANSWERS:

- | | | |
|---------------|--------------|-----------------|
| 1. Brotherly | 5. selective | 8. limitless |
| 2. livable | 6. hopefully | 9. communism |
| 3. servitude | 7. teacher | 10. conspicuous |
| 4. leadership | | |

EXPLANATION:

	Suffix	Meaning
1. Brotherly	ly	manner
2. livable	able	able to
3. servitude	tude	state of being
4. leadership	ship	act, quality
5. selective	ive	state or quality of being
6. hopefully	ful, ly	related to
7. teacher	er	full of manner
8. limitless	less	more in degree
9. communism	ism	lacking free of, without
10. conspicuous	ous	condition of quality

Below is a list of additional suffixes that will help you increase your vocabulary.

SUFFIX	MEANING	EXAMPLE
-an, -ian	pertaining or belonging to, designated as	Jamaican, guardian
-eer, -ier	one who	auctioneer, furrier
-ard, -art	one who does something to excess	coward, braggart
-esque	in the manner of, like	picturesque, Romanesque
-ette	small, female	kitchenette, usherette
-ful	full of, having the characteristics of	cheerful, masterful
-ic	of, pertaining to, or characteristic of	historic, mythic, Hispanic
-ist	one who is associated with	pacifist, dramatist, racist
-ity, -ty	condition, state, or quality of	servility, frivolity, reality
-ment	state, result, or act of	entanglement, measurement, appeasement
-ster (masculine), -stress (feminine)	one who does, handles, operates, makes, or uses; one who is	teamster, songstress, youngster
-ulent	abounding in	fraudulent, virulent
-ure	act, process, office, function	exposure, tenure, legislature
-ship	art or skill of, state or quality of being	leadership, authorship, friendship
-tude	condition or state of	beatitude, servitude

G.E.D. READING SERIES TIPS # 2

- Do
 - Do a glance through the passage to discover what field of knowledge it concerns.
 - Do read the passage carefully, noticing the relationship of each sentence to the next.
 - Do reread the passage if you still do not understand the main idea.

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LESSON #2 — ENGLISH GRAMMAR

PUNCTUATION & CAPITALIZATION

The Comma (,)

RULE 1: Use a comma to separate three or more items in a series.

The items in the series may be words, phrases, or clauses. (A clause is any group of words containing a subject and a verb.)

He ordered a hamburger, french fries, onion rings, a pizza with pepper and sausage, and a Coke.

RULE 2: Use a comma after an introductory group of words.

When you have a sentence with two complete thoughts and the first thought will not stand alone, you use a comma to separate the two thoughts.

When I am ready, I will do it.

RULE 3: Use a comma before and after a word or phrase that interrupts the smooth flow of a sentence.

Mrs. Jones, John's mother, was walking along the street. That boy, the one in the gray hat, is no friend of mine.

The Semicolon (;)

RULE 4: Use a semicolon to separate two or more complete thoughts that would otherwise be separated by AND, BUT, OR, NOR, SO, or FOR.

The policeman chased the speeder, and he finally caught him. The policeman chased the speeder; he finally caught him.

RULE 5: Use a semicolon before long conjunctions and connecting phrases (THEREFORE, HOWEVER, CONSEQUENTLY, MOREOVER, NEVERTHELESS, AS A MATTER OF FACT, AS A RESULT).

The situation had become intolerable; therefore, a general strike was called.

The Colon (:)

RULE 6: Use a colon before a list.

There were four items missing: shoes, an umbrella, a wallet, and a fountain pen.

The Apostrophe (')

RULE 7: Use the apostrophe for possessives and contractions.

Possessives of nouns:

Mary's coat
lady's (singular) coat
ladies' (plural) coats

Contractions:

can't (cannot)
I'd (I should, I would, I had)
didn't (did not)

RULE 8: Use the apostrophe for plurals of letters, numbers, and words.

b's s's
o's pro's and con's
why's and wherefore's

Quotation Marks (" ")

RULE 9: Use quotation marks to set off words and phrases that are repeated exactly as said by another person or in another source.

The foreman asked, "When did you leave last night?"

A comma is used to separate the quotation from the rest of the sentence.

The comma always comes before the quotation marks.

John said, "Come here or I'll hit you."

"Come here," said John, "or I'll hit you."

Notice that at the end of a sentence the period always comes before the closing quotation marks.

"Well," said Tom, "I haven't seen you for a while."

Semicolons and colons always follow the closing quotation marks:

They said, "Drop in and see us"; so I dropped in to see them.

EXERCISE

Directions: Each sentence below contains four underlined sections. Each section may contain an error in the use of punctuation. In the answer column, write the number that corresponds to the number of the section that is NOT correctly punctuated. If there are no errors, write the number 5.

- After church last Sunday, Tom, and Milton, decided to walk downtown.
- When you come home, please make sure, to hang up your coat, and fold your trousers.
- Tom Simpson, a lawyer, and James Quinn, his friend, arranged to meet.
- We had bacon and eggs, toast with butter, and two cups of coffee for breakfast.
- Mary, Sue, and Alice had tickets for the concert, however they were unable to go.
- It was over two weeks ago that I ordered, the following items, three sets of glassware, two cushions, and eight yards of red linen.
- I do not know who wrote "The Raven", however, it won't be too difficult to find out.
- I couldn't believe that John and his father were involved in the scandal that had been reported in the paper, the facts, however, spoke for themselves.
- John, who had been out in the snow all morning, came home wet and cold, his spirits were undaunted, and he announced that, after lunch, he planned to go out again.

ANSWERS

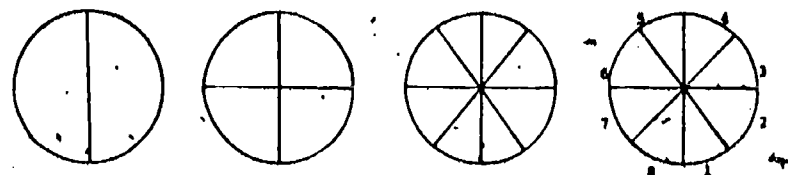
- (2) No comma between subjects joined by and or or.
- (1) Comma needed. *See Rule 2.
- (2) Comma needed. *See Rule 3.
- (3) Comma needed. *See Rule 1.
- (4) Replace comma with semicolon. *See Rule 5.
- (2) items. *Rule 6.
- (2) Raven. *See Rule 9.
- (1) couldn't. *See Rule 7.
- (2) cold. *See Rule 4.

LESSON #2 — MATHEMATICAL ABILITY

FRACTIONS

Adding and Subtracting Fractions

You ordered a pizza for eight people. You want to cut it into eight equal slices.



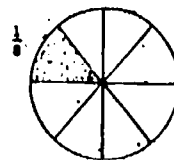
First cut it into 2 equal slices.

Then 4 equal slices.

Then 8 equal slices.

Count the slices.

What part of the pizza is one slice?
1 pizza cut into 8 equal slices.
1 divided by 8.
One eighth. $\frac{1}{8}$
Write the fraction $\frac{1}{8}$.



Don't forget the line between the top number and the bottom number. Sometimes the line is slanted, like $\frac{1}{8}$. It's still the same fraction. The top number is often called the numerator and the bottom number is often called the denominator. The fraction line separates the numerator from the denominator.

Back to the pizza. Three slices are gone. How much of the pizza is that?

three eighths
Add fractions. $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{3}{8}$
how many eighths?

Step 1. Check the numbers on the bottom. All 8's. OK to add.

Step 2. Write the bottom number. Add the top numbers. $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{1+1+1}{8}$

Step 3. $1 + 1 + 1 = 3$. Write your answer as a fraction. $\frac{3}{8}$ above the line. 8 below the line. You're adding eighths. You begin with eighths and you finish with eighths.

Adding and Subtracting Fractions.

(2) Back to the pizza. Five slices are left. You have one coming. Take it away. How much of the pizza is left? To find out, you subtract eighths.

Step 1. Get ready to subtract fractions.

$$\frac{3}{8} - \frac{1}{8} =$$

Step 2. Check bottom numbers. Both 8's. OK to subtract.

Step 3. Write the bottom number. Subtract the top numbers. $\frac{3}{8} - \frac{1}{8} = \frac{3-1}{8}$

Step 4. $3 - 1 = 2$. Write your answer as a fraction: 2 above the line. 8 below the line.

Four eighths of the pizza is left. You can check your answer $\frac{2}{8} + \frac{1}{8} = \frac{3}{8}$ by adding.

Exercise 1

Directions: Add or subtract the fractions. Add and subtract as indicated. Write your answers after the equal sign. Answers can be found at the end of this exercise.

1. $\frac{1}{8} + \frac{2}{8} =$

6. $\frac{8}{9} - \frac{2}{9} =$

2. $\frac{2}{3} + \frac{1}{3} =$

7. $\frac{1}{3} - \frac{2}{3} =$

3. $\frac{1}{3} + \frac{1}{3} =$

8. $\frac{2}{3} - \frac{2}{3} =$

4. $\frac{2}{7} + \frac{1}{7} =$

9. $\frac{12}{14} - \frac{10}{14} =$

5. $\frac{2}{9} + \frac{4}{9} =$

10. $\frac{11}{37} - \frac{2}{37} =$

Answers to Exercises: Fractions - Adding and Subtracting.

Exercise 1

1. $\frac{1}{8} + \frac{2}{8} = \frac{1+2}{8} = \frac{3}{8}$

6. $\frac{8}{9} - \frac{2}{9} = \frac{8-2}{9} = \frac{6}{9}$

2. $\frac{2}{3} + \frac{1}{3} = \frac{2+1}{3} = \frac{3}{3} = 1$

7. $\frac{1}{3} - \frac{2}{3} = \frac{1-2}{3} = -\frac{1}{3}$

3. $\frac{1}{3} + \frac{1}{3} = \frac{1+1}{3} = \frac{2}{3}$

8. $\frac{2}{3} - \frac{2}{3} = \frac{2-2}{3} = 0$

4. $\frac{2}{7} + \frac{1}{7} = \frac{2+1}{7} = \frac{3}{7}$

9. $\frac{12}{14} - \frac{10}{14} = \frac{12-10}{14} = \frac{2}{14} = \frac{1}{7}$

5. $\frac{2}{9} + \frac{4}{9} = \frac{2+4}{9} = \frac{6}{9} = \frac{2}{3}$

10. $\frac{11}{37} - \frac{2}{37} = \frac{11-2}{37} = \frac{9}{37}$

LESSON #3 — READING COMPREHENSION VOCABULARY

PREFIXES

PREFIX, ROOT, SUFFIX

Prefix—an addition at the front of a word.
Inter—between; interrupt, interfere, intercede.
Root (Base, Stem)—the main part of the word.
duco—lead; conduct, duct.
Suffix—an addition at the end of a word.
able, -ible—able to; capable, edible, returnable.

The successful reader searches his mind for clues—he goes over prefixes, suffixes and word roots in his own relentless hunt for the meaning of the word. He does this because very often a knowledge of the meaning of the parts of the word will reveal the meaning of the word itself.

For example, if we know that the Latin root *ject* means *throw* and the prefix *inter* means *between* we can infer the meaning of this sentence: "When she paused, he interjected his own opinion."

A good knowledge of suffixes and prefixes will help you to know the meanings of words. But keep in mind that suffixes and prefixes are not an infallible clue to meaning. There are similar roots in Latin and Greek which have different meanings. Most of the words in our language have their roots in Anglo-Saxon, Latin and Greek.

REVIEW: A PREFIX is a word part added to the beginning of a word or root. A prefix usually changes or qualifies the meaning of the word or root it is attached to. Example—unhappy—*not* happy.

PREFIXES

As in the case of roots, the meanings of the prefixes given here are only approximate. By looking up in a dictionary the meanings of different words that contain these prefixes, you will get a better idea of the full range of meaning of each prefix.

Again, try to figure out the meanings of the example words from your knowledge of word parts. Then, if you need help, use a dictionary.

The following lists are based on Latin, Greek and Anglo-Saxon. Of course, there are many more prefixes, roots and suffixes than those listed below. You will find more information on words and their derivation in your dictionary.

MOSTLY FREQUENTLY USED PREFIXES

Prefix	Meaning	Example
ab, abs	away, from	absent
ad, ad, af, ag, as, at, ap	to, toward	accede, admit
ante	before	antediluvian
anti	against	antidote
arch	self	autograph
bi	two	bimonthly
circum	around	circumference
co, com, con, col	together, with	commit, conduct
contra	against	contradict
de	down, from	demote
dis, dis	apart from	dissever
e, ex	out, out of, from	exit, eject
fore	before, in front of	forehead
il, im, in, ir	not	illegible
inter	between	interrupt
intra, intro	into, between	introduce
mal	bad, ill	malediction, malady
mis	wrong	mislead, misdeed
non	not, reverse of	nonfiction, nonsense
pan	all	Pan-American
per	by, through, thoroughly	permit, permeate
poly	many	polyglot
post	after	postdate
pre	before	precede, prelude
pro	forward, before	process
re	back, again	recede
se	apart	secede
semi	half	semicircle
sub	under	submarine
super	above, on, over	superhighway
trans	across	transport
un	not	uncut, unusually
uni	one, whole	uniform, unify
vice	in place of	vice-president

When you think you know all the prefixes in the "Commonly Used Prefixes", complete the following test. Do not refer to the list.

DIRECTIONS: Complete each of the following sentences with an appropriate word from the list. ANSWERS APPEAR AT THE END OF THE LIST.

- There are several _____ flights from New York to California daily on the major airlines.
- _____ pills help to settle an upset stomach due to over-eating and nervousness.
- Because of his conduct, both during and after work hours, they had to _____ him from the retraining program.
- If I had to _____ a winner in next month's election, I would probably pick the incumbent.
- He described carefully in detail the _____ under which he first met her.
- Three years after his death, a _____ medal was given to his widow.
- His remarks about racism were thought to be _____ to the topic they were discussing.
- There is a law in this city against any _____ noise on the street outside a hospital.
- There are many beautiful _____ mansions in Charleston, built well before the Civil War.
- Whatever I would say, he would _____ me, and in the most insulting way.
- The clergymen of the diocese could not decide whether such music was too _____ for church services or not.
- Although he tried to write a novel and some poetry, his talents were best displayed in his _____ works.
- We played the seniors in an _____ tournament.
- Halfway through his speech, I wanted to _____ the Senator and ask him what he thought of the Equal Rights Law.
- The dandelion, like many weeds, is a _____ plant.

ANSWERS:

- | | | |
|---------------------|----------------|----------------|
| 1. transcontinental | 6. posthumous | 11. profane |
| 2. Antacid | 7. irrelevant | 12. nonfiction |
| 3. expel | 8. unnecessary | 13. intramural |
| 4. predict | 9. antebellum | 14. interrupt |
| 5. circumstances | 10. contradict | 15. perennial |

EXPLANATION:

	Prefix	Meaning
1. transcontinental	trans	across
2. Antacid	Ant	against
3. expel	ex	out, out of, from
4. predict	pre	before
5. circumstances	circum	around
6. posthumous	post	after
7. irrelevant	ir	not
8. unnecessary	un	not
9. antebellum	ante	before
10. contradict	con	together, with
11. profane	pro	forward, before
12. nonfiction	non	absence of, not, reverse of
13. intramural	intra	into, between
14. interrupt	inter	between
15. perennial	per	through, completely

Following is a list of additional prefixes that will help you increase your vocabulary.

PREFIX	MEANING	EXAMPLE
hyper-	over, above, in excess	hypersensitive
mega-, megal-	million, large, great	megaton, megalith, megalopolis
micro-	small	microcosm, microscope
omni-	all	omnipresent, omnivorous
tele-	distant, far	television, telepathy, telescope
with-	against, from	withstand, withhold

G.E.D. READING SERIES TIPS #3

- Don't
- Don't look at or try to answer the questions before you have read the entire passage.
 - Don't answer the questions on the basis of your opinion or previous knowledge.
 - Don't jump at the first likely looking answer. You may be taking it out of context or overemphasizing its importance.
 - Don't rush through the reading material.
 - Don't linger too long over a difficult passage. Go on to the others and then return to the troublesome one.

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LESSON #3 — ENGLISH-GRAMMAR

AGREEMENT OF SUBJECT and VERB

A verb must agree with its subject in number.

That means that a singular subject must have a singular verb and a plural subject must have a plural verb.

There are several points to remember about agreement of subject and verb.

1. Make every verb agree in number with its subject.
His interest is in football.
I go to dinner several times a week.
2. A collective noun, which names a whole group, is usually singular.
Some examples: the audience, band, class, club, committee, crowd, family, flock, group, herd, jury, public, team.
The band was going to play in a concert.
The jury has given an honest verdict. (not have given)
The plural is used with a collective noun when one wants to refer to the individual parts of the group.
The family have gone their own ways. (Each member of the family is regarded separately.)
3. Some nouns are singular in meaning, but plural in form: United Nations, news, measles, mathematics, United States.
The United Nations was formed several years ago.
Mathematics is a difficult course.
But there are some exceptions: scissors, trousers, pliers.
The trousers are the new style.
The pliers are my tool chest.
4. Each, either, neither, another, anyone, anybody, anything, someone, somebody, something, one, everyone, everybody, everything, nobody, and nothing are singular words and take singular verbs.
Each takes his turn at driving.
Neither likes Tom's sister.
5. Nouns that refer to an amount (money, measurement, weight, and time) are usually singular when the amount is considered as one unit.
Ten dollars is not too much to spend (not are).
Three months is about right for this project. (not are)
But there is an exception when the words are used in a plural sense.
There are ten minutes until air time.
6. Although the words here and there often begin a sentence, they are never subjects. You must look for the subject in the sentence and make the verb agree with it.
There are three possibilities for the lottery.
Here is a new bicycle.
7. Some, none, any, all, and most may be either singular or plural, depending on whether they refer to a quantity of something (singular) or to a number of things (plural).
Most of the crop was saved. (singular)
Some of the teenagers drive to school. (plural)
8. Subjects joined by and usually take a plural verb. When subjects are joined by or, nor, either...or, and neither...nor, they take verbs that agree with the nearer subject.
Alice and Barbara are playing tennis.
Neither the husband nor his wife knows the reasons for divorce.
Either Cassie or her friends are going to the party.
9. Do not be misled by words coming between the subject and verb. Look for the real subject, and make the verb agree with it.
Janice, together with Ann and Bobbie, is giving a party. (singular)
One of our students is missing from his class today. (singular)

Exercise

DIRECTIONS: In each of the following sentences, underline the verb that agrees in number with the subject. Answers can be found at the end of the exercise.

1. The committee (is meeting, are meeting) to discuss your proposal.
2. The news (is, are) not good.
3. Some of the apples (was, were) rotten.
4. Here (is, are) the reports that I promised you.
5. Everyone at the party (was wearing, were wearing) a costume except Jake.
6. Neither Mrs. Henderson nor her two lovely daughters (wears, wear) makeup.
7. The United States (is sending, are sending) two delegates to the conference.
8. There (is, are) two ways to handle this situation.
9. Either Anthony or his brother (is, are) to blame.
10. The governor, along with several of his aides, (was considering, were considering) the budget.
11. Each of the plans (has, have) merit.
12. Everybody we know (is, are) going to Murphy's tonight.
13. Twenty-five cents (is, are) too much for a newspaper.
14. The family (is coming, are coming) to our house for Christmas.
15. My husband and I (was planning, were planning) to take the children to Disneyland this summer.

Answers to Exercise

1. is meeting (The group, not the individuals; see rule 2.)
2. is (See rule 3.)
3. were (See rule 7.)
4. are (See rule 6.)
5. was wearing (See rule 4.)
6. wear (See rule 8.)
7. is sending (See rule 3.)
8. are (See rule 6.)
9. is (See rule 8.)
10. was considering (See rule 9.)
11. has (See rules 4 and 9.)
12. is going (See rule 4.)
13. is (See rule 5.)
14. is coming (The group, not the individuals; see rule 2.)
15. were planning (See rule 8.)

LESSON #3 — MATHEMATICAL ABILITY

FRACTIONS

MULTIPLYING WITH FRACTIONS

Back to the pizza that was left over from last week. One slice is left on the plate. You share it with a friend. Each of you takes half. What part of the original pizza do each of you get? To find out, you multiply one-half and one-eighth. When you multiply, the answer is called the product.

Step 1. Get ready to multiply fractions.

$$\frac{1}{2} \times \frac{1}{8} = \frac{\quad}{\quad}$$

Step 2. Multiply the top numbers (numerators). Show the product above the line.

$$\frac{1}{2} \times \frac{1}{8} = \frac{1 \times 1}{2 \times 8} = \frac{1}{16}$$

Step 3. Multiply the bottom numbers (denominators). Show the product below the line.

$$\frac{1}{2} \times \frac{1}{8} = \frac{1 \times 1}{2 \times 8} = \frac{1}{16}$$

Step 4. $1 \times 1 = 1$ and $2 \times 8 = 16$. Write your answer as a fraction. 1 above the line. 16 below the line.

$$\frac{1}{2} \times \frac{1}{8} = \frac{1 \times 1}{2 \times 8} = \frac{1}{16}$$

The answer is $\frac{1}{16}$. The answer is read "one-sixteenth."

You got one-sixteenth of the original pizza.

Exercise

Directions: Multiply the fractions.

Write your answers after the equal signs.

$$1. \frac{2}{3} \times \frac{1}{5} =$$

$$2. \frac{1}{2} \times \frac{1}{6} =$$

$$3. \frac{1}{2} \times \frac{2}{10} =$$

$$4. \frac{2}{7} \times \frac{4}{5} =$$

$$5. \frac{1}{3} \times \frac{2}{3} =$$

Answers to Exercise

$$1. \frac{2}{3} \times \frac{1}{5} = \frac{2 \times 1}{3 \times 5} = \frac{2}{15}$$

$$2. \frac{1}{2} \times \frac{1}{6} = \frac{1 \times 1}{2 \times 6} = \frac{1}{12}$$

$$3. \frac{1}{2} \times \frac{2}{10} = \frac{1 \times 2}{2 \times 10} = \frac{2}{20} = \frac{1}{10}$$

$$4. \frac{2}{7} \times \frac{4}{5} = \frac{2 \times 4}{7 \times 5} = \frac{8}{35}$$

$$5. \frac{1}{3} \times \frac{2}{3} = \frac{1 \times 2}{3 \times 3} = \frac{2}{9}$$

DIVIDING WITH FRACTIONS

If you can multiply with fractions, you can also divide. The secret is to keep track of the fraction you are dividing by. Suppose you want to divide $\frac{1}{2}$ by $\frac{1}{8}$.

Step 1. Get ready to divide $\frac{1}{2}$ by $\frac{1}{8}$.

$$\frac{1}{2} \div \frac{1}{8}$$

Step 2. Rewrite the fraction in front of the \div sign.

$$\frac{1}{2} \div \frac{1}{8}$$

Step 3. Write a "times" sign.

$$\frac{1}{2} \div \frac{1}{8}$$

Switch

Step 4. Now, switch top and bottom numbers in the fraction you are dividing "by" (the one after the \div sign). So $\frac{1}{8}$ becomes $\frac{8}{1}$.

$$\frac{1}{2} \div \frac{1}{8}$$

Step 5. Multiply fractions. Remember that you multiply top numbers (numerators). Then multiply bottom numbers (denominators).

$$\frac{1}{2} \div \frac{1}{8} = \frac{1}{2} \times \frac{8}{1} = \frac{1 \times 8}{2 \times 1} = \frac{8}{2} = 4$$

The answer is $\frac{8}{2}$.

Exercise

Directions: Divide the fractions.

$$1. \frac{2}{3} \div \frac{1}{5}$$

$$2. \frac{1}{2} \div \frac{1}{6}$$

$$3. \frac{1}{2} \div \frac{2}{10}$$

$$4. \frac{2}{7} \div \frac{4}{5}$$

$$5. \frac{1}{3} \div \frac{2}{3}$$

Answers to Exercise

$$1. \frac{2}{3} \div \frac{1}{5} = \frac{2}{3} \times \frac{5}{1} = \frac{2 \times 5}{3 \times 1} = \frac{10}{3}$$

$$2. \frac{1}{2} \div \frac{1}{6} = \frac{1}{2} \times \frac{6}{1} = \frac{1 \times 6}{2 \times 1} = \frac{6}{2} = 3$$

$$3. \frac{1}{2} \div \frac{2}{10} = \frac{1}{2} \times \frac{10}{2} = \frac{1 \times 10}{2 \times 2} = \frac{10}{4} = \frac{5}{2}$$

$$4. \frac{2}{7} \div \frac{4}{5} = \frac{2}{7} \times \frac{5}{4} = \frac{2 \times 5}{7 \times 4} = \frac{10}{28} = \frac{5}{14}$$

$$5. \frac{1}{3} \div \frac{2}{3} = \frac{1}{3} \times \frac{3}{2} = \frac{1 \times 3}{3 \times 2} = \frac{3}{6} = \frac{1}{2}$$

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LESSON #4 — READING COMPREHENSION-VOCABULARY

USING THE DICTIONARY

Your basic equipment for vocabulary study is the dictionary. It contains a vast wealth of information about words.

This lesson explains what information you can find in the dictionary - how you can find this information - and how you can use it. Following this explanation, there are many drills which will help you develop the ability to use the dictionary efficiently.

These examples will give you practice in the needed skills so that the dictionary will become a necessary aid to your reading for understanding.

The unabridged dictionary gives complete information on words: their meanings, uses, derivations and antonyms. The most widely used are:

a. Merriam-Webster's New International Dictionary. Includes characters from books and mythological references in the main alphabet. At the back are names of famous persons in a biographical dictionary, and geographical names in a pronouncing gazetteer. Signs and symbols used in writing and printing also appear in the appendix. Each page of the main alphabet has a section at the bottom in finer print which contains less common words and foreign phrases.

b. Funk and Wagnall's New Standard Dictionary of the English Language. Includes in one alphabet all ordinary dictionary words and biographical, geographical, mythological and Biblical names. The appendix lists disputed pronunciations, rules for simplified spelling, foreign words and phrases, and population statistics.

An abridged dictionary is a shortened version of the unabridged. It lists common words and synonyms.

The desk-sized abridged dictionary is the type which most people use at home. Standard dictionaries in this category include Merriam-Webster's Webster's Collegiate Dictionary and the Random House American College Dictionary.

Whichever good standard dictionary you choose, remember this important point: know your dictionary. Study the table of contents and examine the introductory notes which explain how the material is arranged and presented. The presentation of special information varies from one dictionary to another. Be sure that you make the best possible use of the abridged dictionary you own or the unabridged volume you consult in the library.

Here is some of the information you will find in most abridged and all unabridged dictionaries.

A. INFORMATION ABOUT WORDS

- (1) **Spelling.** Which is the preferred American and which is the preferred British spelling of honor-honour; catalog-catalogue? Is the plural of the word gas spelled gases or gasses?
- (2) **Definition.** What is the difference between an optometrist and an optician?
- (3) **Derivation.** From what word did piano come? What languages contributed *unanimous*, *bouquet* to English?
- (4) **Usage.** Is *ain't* considered colloquial, slang or illiterate?
- (5) **Part of Speech.** What are the noun forms of *convene*, *beautiful*?
- (6) **Pronunciation.** What are the preferred pronunciations of *romance*, *robust*, *genuine*?
- (7) **Synonyms.** What are different shades of meaning in *praise*, *adulation*, *flattery*, *sycophancy*?
- (8) **Antonyms.** What are the opposites of *loyal*, *hazardous*, *opaque*?
- (9) **Syllabification.** Suppose you had to divide each of the following at the end of a line: *offensive*, *illustration*, *demon*. Where could the division occur?
- (10) **Abbreviation.** What is the meaning of the abbreviations e.g., i.e., corp?
- (11) **Capitalization.** Should the word *biblical* be capitalized?

B. OTHER INFORMATION

- (1) **Illustrations.** What does the flag of Argentina look like?
- (2) **Biographical information.** In what fields did these men achieve fame: Newton, Robespierre, Lafayette?
- (3) **Table of measurements.** How many square feet are there in an acre? How do you measure a furlong?
- (4) **Names of characters in fiction.** In what book does Ahab appear?
- (5) **Foreign words and phrases.** What does *sine die* mean?
- (6) **Symbols.** From the proofreader's to the weatherman's. How does the proofreader signify that a capital letter should not have been used?
- (7) **Lists of rhymes.** Can you name fifteen words that rhyme with time?
- (8) **Geographical data.** In what country is San Juan located?
- (9) **Pronouncing gazetteer.** What are the preferred pronunciations of *Reims*, *Sao Paulo*, *Eire*?
- (10) **Mythological characters.** Can you identify Vulcan, Thor, Zeus?

EXPLORING A WORD IN THE DICTIONARY

When you look up a word in the dictionary, do you understand all the information given for it? Let's examine your technique.

- (1) Use the guide words. These are the two words printed in dark type at the top of each dictionary page. They show the first and last word listed on that page. Does your word fit, alphabetically, between the two words?
- (2) Study the word's spelling.
 - (a) If you do not find your word under the spelling you have in mind, try another.
 - (b) Check your dictionary's explanatory notes to discover how they present varying spellings.
- (3) Examine the pronunciation. This is the pronunciation for operation: *op-er-uh-shun*.
 - (a) The mark above each vowel (called a *diacritical mark*) shows the exact sound you should give to that letter. To translate these marks, study the pronunciation guide at the bottom of each page.
 - (b) In most dictionaries a heavy accent mark (') follows the syllable that receives the main stress when you say the word. A light accent mark (^) follows the syllable receiving less stress.
 - (c) Syllables are separated by a centered dot (·) in most dictionaries. Follow these syllable divisions when you divide a word at the end of a line.
- (4) Note the part of speech. Directly after the pronunciation, you will find an italicized abbreviation telling what part of speech the word is. (If you want a definition of the adverb *counter*, do not stop at *counter*, n. Check until you find *counter*, adv.)
- (5) Make use of grammar aids. The dictionary gives the plural of every irregular noun, the principal parts of every irregular verb, and the comparative forms of irregular adverbs and adjectives. You will find this information following the part-of-speech label.
- (6) Check every definition.
 - (a) Find the exact definition that applies to the word in the sentence you have in mind. (There are eight definitions for the noun *court*!)
 - (b) If the definition uses a word you don't understand, look it up.

USING GUIDE WORDS

Practice can help you to speed the process of locating a word in the dictionary. These exercises will give you practice in efficient use of the dictionary's guide words.

1. In each group below, circle every word which is located between the guide words heading the group.

- | | | | | |
|------------|-------------|-----------|-----------|-------------|
| 1. host | 3. homesick | 5. hunger | 7. hornet | 9. hookworm |
| 2. horizon | 4. house | 6. hourly | 8. huge | 10. hound |

- | | | | | |
|---------|---------|------------|-------------|--------------|
| 1. node | 3. noon | 5. nonstop | 7. nobility | 9. normal |
| 2. nor | 4. none | 6. nostril | 8. now | 10. northern |

11. Locate the following words between the appropriate sets of guide words. After each word, write the letter of the proper set of guide words.

- | | |
|----------------------|--------------------------|
| (a) subtle-suffix | (c) submarine substitute |
| (b) supremacy-survey | (d) superior-suppress |
- When you think you understand that the dictionary offers you the following information about words: spelling, definition, derivation, usage, part of speech, pronunciation, synonyms, antonyms, syllabification, capitalization, you are ready to do the test. You may use your dictionary.

ANSWERS APPEAR AT THE END OF THE TEST

I. Alphabetical Order

- A. List the numerical order of each of the following when placed in strict alphabetical order.

- | | |
|-------------|---------------|
| 1. Williams | 2. Carresquel |
| 3. Parnell | 4. Feller |
| 5. DiMaggio | 6. Easter |
| 7. Kinder | 8. Lemon |
| 9. Minoso | 10. Wynn |

II. Guide Lines

- A. Guide words are (a) on every page of the dictionary, (b) on every other page of the dictionary, (c) on only certain pages of the dictionary.
- B. Guide words are (a) at the top of the page, (b) at the bottom of the page, (c) in the middle of the page.
- C. Guide words are used (a) to balance the page, (b) to indicate which words are on the page (c) to direct the printer.
- D. The left-hand guide word (a) catches the reader's eye, (b) makes the page look pleasant, (c) indicates the first word on the page.
- E. The right-hand guide word (a) indicates the last word on the page, (b) indicates the top of the page, (c) indicates the bottom of the page.
- F. Underline the words which are located between the guide words.

- | | | |
|------------|---------------|-----------------|
| 1. mauve | 5. maximum | 8. mausoleum |
| 2. maw | 6. matron | 9. maverick |
| 3. meander | 7. mayonnaise | 10. mathematics |
| 4. matter | | |

III. Finding the Correct Definition

- A. Underline the word or phrase that most nearly gives the meaning of the underlined word on the left and indicate the part of speech.
- | |
|---|
| 1. <u>ethics</u> : (1) religion, (2) conduct, (3) character, (4) mathematics, (5) moral principles. |
| 2. <u>chaotic</u> : (1) unhappy, (2) confused, (3) wrong, (4) deep, (5) unusual. |
| 3. <u>articulation</u> : (1) accent, (2) dialect, (3) enunciation, (4) pitch, (5) impediment. |
| 4. <u>rescind</u> : (1) cancel, (2) renew, (3) divide, (4) pave, (5) demand. |
| 5. <u>maudlin</u> : (1) humorous, (2) weakly sentimental, (3) pictorial, (4) oddly shaped, (5) closely related. |
| 6. <u>subversive</u> : (1) changeable, (2) controversial, (3) destructive, (4) drowned, (5) saucy. |
| 7. <u>deteriorate</u> : (1) defend, (2) delay, (3) worsen, (4) originate, (5) ornament. |
| 8. <u>pretext</u> : (1) form, (2) solution, (3) excuse, (4) course, (5) result. |
| 9. <u>candid</u> : (1) shifty, (2) impudent, (3) sweet, (4) frank, (5) bold. |
| 10. <u>concur</u> : (1) agree, (2) beat, (3) blame, (4) happen, (5) try. |

ANSWERS

- | | |
|--------------------------------------|---|
| I. A, (1) 5,4,1,2,3
(2) 1,3,2,4,5 | III. 1. ethics - noun - (3) character
2. chaotic - adjective - (2) confused
3. articulation - noun - (3) enunciation
4. rescind - transitive verb - (1) cancel
5. maudlin - adjective - (2) weakly sentimental
6. subversive - adjective - (3) destructive
7. deteriorate - transitive verb - (3) worsen
8. pretext - noun - (3) excuse
9. candid - adjective - (4) frank
10. concur - transitive verb - (1) agree |
|--------------------------------------|---|

G.E.D. READING SERIES TIPS #4

4. **Fixation Points and Fixation Pauses**
This first group of exercises will give you practice in working with fixation points and fixation pauses. From here you will move on to develop a better understanding of reading for idea-units, rather than reading word for word. After that, you will drill to increase your recognition span, to avoid regressions, and to effect a speedy return sweep.

- (1) Focus your eyes on the dotted word in each line; this represents the fixation point of the fixation pause. Read down each column.
- | | | |
|----------------|------------------|----------------------|
| I read | the dot | watch the dot |
| you read | on the dot | look at the dot |
| everyone reads | right on the dot | look at the dot now. |

Lesson 4: Reading Series: Fixation Points and Fixation Pauses

LESSON # 4 — ENGLISH GRAMMAR

AGREEMENT of PRONOUN and ANTECEDENT

Each of the contestants has taken their place at the starting line.
Every member of the team was congratulated for their part in the victory.

The preceding sentences illustrate another type of agreement error. The rule that applies in this case is this: A pronoun must agree with its antecedent in number. You already know what a pronoun is; and antecedent is the word to which the pronoun refers. The antecedents in the sentences above have been underlined. Let's correct the pronouns so that they agree in number with their antecedents:

Each of the contestants has taken his place at the starting line.
(Each is the antecedent. Since each is singular, as you learned in the section on agreement of subject and verb, the pronoun must be singular: his.)
Every member of the team was congratulated for his part in the victory.
(Member is the antecedent. Since member is singular, the pronoun must be singular: his.)

You can apply most of what you learned in the section on agreement of subjects and verbs to agreement of pronouns and antecedents, but here are a few additional reminders:

- Each, one, either, neither, everyone, everybody, anyone, anybody, no one, nobody, someone, and somebody are singular and are referred to by a singular pronoun. Don't be misled by a phrase following the antecedent.
Neither of the women had made up her mind.
- When two or more singular antecedents are joined by or, nor, either, or, or neither, nor, the antecedents are considered separately and should be referred to by a singular pronoun.
Neither Sue Ann nor Mary Beth had made up her mind.
- When two antecedents are joined by and, they should be referred to by a plural pronoun.
Perkins and Adamovits are ending their partnership.

Exercise

DIRECTIONS: In each of the following sentences, circle the pronoun that agrees with the underlined antecedent. Answers can be found at the end of this exercise.

- One of the men owed (his, their) life to O'Reilly's quick thinking.
- Each person in the room had an opportunity to give (his, their) opinion.
- The players had brought (his, their) own gloves for the softball game.
- Does anyone want to trade (his, their) Reggie Jackson card for a Hank Aaron card?
- Everyone in the organization has an obligation to do (his, their) best.
- Neither of the girls could understand why (she, they) couldn't go to the party.
- A parent sometimes has to be firm with (his, their) children.
- Both Oliver and Marvin felt that life owed (him, them) a living.
- Neither Jackson nor Barnes could be sure (he, they) would make the team.
- Three martinis and a brandy had worked (its, their) magic on Clarissa.
- After 25 years in business, Myers Meat Market is closing (their) doors.
- Neither of the dresses I looked at had much in (their) favor.
- Any person needing help on (their) income tax must make an appointment by March 1.
- It would seem apparent that either Paul or Tom intends to change (their) story.
- No person is morally obligated to obey a law which (they) believe to be unethical.
- A student's registration for classes may be canceled if (you) don't fill out the form properly.
- We no longer have a coffee pot in the office; (you) have to go to the diner when some is wanted.
- Each person must decide that for (himself).
- When people traveled by horse and wagon (you) didn't encounter traffic jams.
- Every son who argues with (their) father may not be wrong.

Answers to Exercise

- | | |
|--------------------------------|-----------------|
| 1. his (One is singular.) | 11. its |
| 2. his (Person is singular.) | 12. its |
| 3. their (Players is plural.) | 13. his |
| 4. his (Anyone is singular.) | 14. his |
| 5. his (Everyone is singular.) | 15. he believes |
| 6. she (Neither is singular.) | 16. he doesn't |
| 7. his (Parent is singular.) | 17. we |
| 8. them (See rule 3.) | 18. himself |
| 9. he (See rule 2.) | 19. they |
| 10. their (See rule 3.) | 20. his |

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LESSON # 4 — MATHEMATICAL ABILITY

RATIO and PROPORTION

RATIO

A ratio is a comparison of numbers by division. For example, if a man is 28 years old, and his daughter is 7 years old, the man is 4 times as old as his daughter since $28 \div 7 = 4$. The ratio of the man's age to his daughter's age is 28 to 7 or 4 to 1.

Ratios can be written three ways: with the word to; with a colon (:); or as a fraction. Like fractions, ratios should be reduced. Following are three ways of writing the ratio of the man's age to his daughter's age.

$$28 \text{ to } 7 = 4 \text{ to } 1$$

$$28 : 7 = 4 : 1$$

The numbers in a ratio must be written in the order requested. Look at these examples carefully. All final solutions are written with the colon (:).

EXAMPLE 1. Evelyn earns \$600 a month. She pays \$120 in rent. What is the ratio of her rent to her income?

$$\frac{\text{rent}}{\text{income}} = \frac{\$120}{\$600} = \frac{1}{5} \text{ or } 1 : 5$$

EXAMPLE 2. Simplify the ratio $\frac{1}{2} : \frac{3}{4}$.

Since ratio is a comparison of numbers by division, we can rewrite the problem as a division one.

$$\frac{1}{2} \div \frac{3}{4} = \frac{1}{2} \times \frac{4}{3} = \frac{2}{3} \text{ or } 2 : 3$$

Ratio Exercise 1

Express each of the following ratios in reduced form, and use the colon (:).

- Simplify the ratio 2 : 2.
- In a factory with 150 workers, 103 workers belong to the union. What is the ratio of the number of workers who do not belong to the union to the total number of workers in the factory?
- In a GED class with 20 students, there are 12 women. What is the ratio of the number of women to the total number of students?

Answers to Ratio Exercise 1

$$1. 4:5 \quad \frac{2}{3} \div \frac{3}{5} = \frac{2}{3} \times \frac{5}{3} = \frac{10}{9} = 4:5$$

$$2. 3:10 \quad \frac{\text{not in union}}{\text{total workers}} = \frac{150 - 103}{150} = \frac{47}{150} = \frac{47}{150} = 3:10$$

$$3. 3:5 \quad \frac{\text{women}}{\text{total}} = \frac{12}{20} = \frac{3}{5} = 3:5$$

PROPORTION

A proportion is a statement that two ratios are equal. Since a ratio can be written as a fraction, the statement $\frac{2}{3} = \frac{4}{6}$ is a proportion. It can also be written with colons, $2:3 = 4:6$, which is read: "Two is to four as one is to two." If one element or term is missing, the element can be found by solving an equation in which a letter stands for the missing element.

A shortcut for solving proportions is called cross-multiplication.

Rule for Solving Proportions

- Multiply the numerator of each side of the proportion by the denominator of the other side, and set the products equal to each other.
- Divide both sides by the coefficient of the unknown.

EXAMPLE 1 Solve the proportion $\frac{8}{9} = \frac{c}{6}$ by cross-multiplication.

$$\text{Step 1. Cross multiply.} \quad \begin{array}{l} 8 \cdot c = 6 \cdot 9 \\ 8c = 54 \end{array}$$

$$\text{Step 2. Divide both sides by 8.} \quad \begin{array}{l} 8c = 54 \\ c = 6 \frac{6}{8} = 6 \frac{3}{4} \end{array}$$

Ratio Exercise 2 Solve for the unknowns in each of the following proportions.

- $\frac{3}{7} = \frac{2}{x}$
- $\frac{2}{8} = \frac{3}{6}$
- $\frac{4}{9} = \frac{y}{3}$
- $\frac{8}{7} = \frac{4}{x}$
- $\frac{1}{5} = \frac{3}{3}$
- $\frac{3}{6} = \frac{y}{3}$

Answers to Ratio Exercise 2

$$\begin{array}{lll} 1. \frac{3}{7} = \frac{2}{x} & 2. \frac{2}{8} = \frac{3}{6} & 3. \frac{4}{9} = \frac{y}{3} \\ \frac{3x}{7} = \frac{2}{6} & \frac{2x}{8} = \frac{3}{6} & \frac{4x}{9} = \frac{y}{3} \\ x = \frac{14}{3} & x = \frac{12}{2} = 6 & y = \frac{12}{3} = 4 \end{array}$$

Proportion Word Problems

Proportion is a useful technique for solving many word problems.

Example 1. If 12 yards of lumber cost \$40, how much do 30 yards cost?

Step 1. Write two ratios with "corresponding" numerators and denominators.

yards = $\frac{12}{40}$ Notice that c is in the place of cost, which is the unknown we are looking for.

Step 2. Cross multiply.

$$12 \cdot c = 30 \cdot 40$$

$$12c = 1,200$$

Step 3. Divide both sides by 12.

$$\frac{12c}{12} = \frac{1,200}{12}$$

$$c = \$100$$

Ratio Exercise 3

- If 4 ounces of silver cost \$340, how much do 9 ounces of silver cost at the same rate?
- The scale on a map says that 2 inches = 150 miles. If two cities are actually 325 miles apart, how far apart will they be on the map?
- If 30 chickens lay 75 eggs a month, how many eggs will 50 chickens lay in a month?
- If a plane travels 430 miles in 2 hours, how long will it take to go 1,200 miles?
- To make a certain color of paint, the ratio of blue paint to white paint is 3:2. How many gallons of blue paint are required to mix with 14 gallons of white paint in order to make the color?

Answers to Ratio Exercise 3

- \$810
- 4 $\frac{1}{3}$ inches
- 125 eggs
- 4 $\frac{1}{3}$ hours
- 35 gallons

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LESSON #5 — READING COMPREHENSION-VOCABULARY- SYNONYMS

Words that are the same or similar in meaning are synonyms.
Brave is a synonym for fearless. Later is a synonym for tardy.

Can you write a synonym for each of these words?

demolish	counsel
fantastic	what
teetotal	eccentric
fragile	logacious
recrimination	alter
kill	compliment

How did you do on those words? Did you handle them with ease? You are well on your way toward developing a stronger working vocabulary.

Study the following chart of synonyms.

WORD	SYNONYM OR DEFINITION	IDENTIFYING PHRASE
1. salutation	greeting	salutation in a letter
2. obvious	evident	obvious mistake
3. inkling	hint	having no inkling
4. neustic	make sick to the stomach	a sight to neustic all
5. effervescent	hubbly	effervescent good humor
6. condone	forgive, pardon	condone his errors
7. sagacious	wise, shrewd	sagacious remark
8. labyrinth	maze, place filled with intricate passageways	lost in the labyrinth
9. obsequious	servile, fawning	obsequious servants
10. genial	kindly, cheerful	genial smile
11. intrigue	(1) plot; (2) arouse interest	(1) intrigue in the palace; (2) intrigued by his manner
12. autonomy	self-rule	fighting for autonomy
13. pathos	sadness, suffering	scene filled with pathos
14. diverse	varied	diverse interests
15. illiterate	unable to read	illiterate peasantry
16. irretrievable	hopelessly lost	irretrievable past
17. clemency	mercy, leniency	plea for clemency
18. ceramics	pottery, baked clay	work in ceramics
19. pungent	biting, sharp	pungent odor of cooking
20. malevolent	spiteful	malevolent demons
21. momentous	important	momentous decision
22. jeopardize	endanger	jeopardize one's chances
23. controversy	dispute	no time for controversy
24. unkempt	untidy	unkempt appearance
25. pandemonium	wild tumult	pandemonium broke loose
26. introspection	self-examination	time for introspection
27. stolid	not easily excited, dull	stolid ox
28. futility	uselessness	sense of futility
29. paradox	contradictory statement	major of paradox
30. recrimination	accusation	speech filled with recrimination

When you have studied these 30 words carefully - try this drill.
You may consult the chart. Answers will appear at end of drill.

DRILL

I. Replace the underlined words below with synonyms from the Group I list. Write your synonym on number listed at end of section.

The dispute over autonomy was long and momentous. Those who have always been servile toward the foreign ruler remained unwilling to jeopardize their privileges. To the more sagacious, it was evident that the past was irretrievable. And in fact all the recriminations and intrigues aimed at preserving the colonial status were doomed to illiteracy. When independence came, it touched off a pandemonium in which diverse elements of the population joined, including the most stolid. The effervescent victors said they found it hard to condone their opponents' malevolent plots, but would show them leniency nevertheless. Success had made them genial.

- | | | | | |
|----------|----------|-----------|-----------|-----------|
| 1. _____ | 5. _____ | 9. _____ | 13. _____ | 17. _____ |
| 2. _____ | 6. _____ | 10. _____ | 14. _____ | 18. _____ |
| 3. _____ | 7. _____ | 11. _____ | 15. _____ | 19. _____ |
| 4. _____ | 8. _____ | 12. _____ | 16. _____ | 20. _____ |

II. Supply the missing words in the paragraph below, choosing from the following list.

introspection	ceramics	salutation
paradox	pungent	pathos
inkling	illiterate	unkempt

When she entered, her (1) _____ was cordial; I had no (2) _____ of what was to come. She launched into some very (3) _____ observations on my (4) _____ appearance. In fact, she suggested that I engage in some serious (5) _____ on my faults in general.

ANSWERS TO DRILL

- | | | |
|-------------------|--------------------|----------------------|
| I. 1. controversy | 7. obvious | 13. varied |
| 2. self-rule | 8. hopelessly lost | 14. dull, not easily |
| 3. important | 9. accusation | 15. excited |
| 4. obsequious | 10. plot, arouse | 16. bubbling |
| 5. endanger | 11. interest | 17. forgive, pardon |
| 6. wise, shrewd | 12. wild tumult | 18. spiteful |
| | | 19. kindly, cheerful |

- II. (1) salutation
(2) inkling
(3) pungent
(4) unkempt
(5) introspective

BEST COPY AVAILABLE

WORD

- invincible
- tenuity
- orifice
- seagely
- ostensibly
- nullify
- longevity
- surveillance
- permeate
- innocuous
- incarcerate
- collateral
- retrospect
- deviate
- despicable
- incontrovertible
- incessantly
- dissenting
- refute
- potent
- complacent
- disparage
- anarchy
- lamentable
- oblivion
- sallow
- satellite
- gainsay
- oblong
- palpitate

GROUP II

SYNONYM OR DEFINITION

unconquerable
perseverance, stubbornness
narrow opening, fissure
wisely
professedly, apparently
destroy, make useless
long life
close watcher
penetrate, enter
harmless, innocent
imprison
something given as security
review of the past
stray, turn from a course
contemptible
not to be disputed
endlessly
disagreeing
disprove
powerful
self-satisfied
belittle
chaos, absence of government
pitiable, regrettable
forgetfulness
yellowish, suggesting sickness
attendant body
contradict, speak against
rectangular
flutter

IDENTIFYING PHRASE

invincible forces of right
tenacity of a bulldog
orifice in the rock
counselled seagely
ostensibly interested
nullify a treaty
longevity of modern men
under police surveillance
permeates the sand
innocuous remark
incarcerate for life
offer as collateral
see in retrospect
deviate from the truth
despicable wretch
incontrovertible evidence
chattering incessantly
dissenting opinion
refute an argument
potent force for good
complacent smile
disparage another's work
state of anarchy
lamentable condition
state of oblivion
sallow complexion
satellite of the earth
gainsay his argument
oblong box
heart palpitate

DRILL

I. Replace the underlined words that follow with synonyms from the Group II list. Write your synonym on numbers listed at end of section.

It is an incontrovertible fact that science today has nullified the concept of unconquerable barriers. Our horizons are being incessantly widened. Longevity increases every year; with the launching of the earth satellites we no longer feel imprisoned in our own small orifice of space. But we cannot be self-satisfied; no one can gainsay the fact that when it deviates from noble goals science can produce lamentable results, and may even doom us to oblivion. We must act wisely; we must disparage science itself but exercise a constant surveillance over its direction. A spirit of free inquiry must permeate our thinking, for in retrospect we see that dissenting arguments have often proved more potent than those popular at the moment.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 7. _____ | 13. _____ |
| 2. _____ | 8. _____ | 14. _____ |
| 3. _____ | 9. _____ | 15. _____ |
| 4. _____ | 10. _____ | 16. _____ |
| 5. _____ | 11. _____ | 17. _____ |
| 6. _____ | 12. _____ | 18. _____ |

II. Supply the missing words, choosing from the following lists.

tenuity	despicable	innocuous
collateral	ostensibly	sallow
refute	anarchy	palpitate

I felt my heart (1) _____ when he studied my face. Had my request for information seemed (2) _____ enough? I was (3) _____ only interested in help in finding an argument to (4) _____ that of my opponent. But had my (5) _____ made him suspicious?

Remember to drill yourself on these words. Study your flash cards from time to time. Add new words of your own to your file. Keep your vocabulary growing.

ANSWERS TO DRILL

- | | | |
|--------------------------|-------------------------------|------------------------|
| I. 1. not to be disputed | 7. incarcerated | 13. seagely |
| 2. destroy, make useless | 8. complacent | 14. belittle |
| 3. invincible | 9. contradict, speak against | 15. close watcher |
| 4. endlessly | 10. stray, turn from a course | 16. penetrate, enter |
| 5. long life | 11. pitiable, regrettable | 17. review of the past |
| 6. attendant body | 12. forgetfulness | 18. powerful |

- II. 1. palpitate
2. innocuous
3. ostensibly
4. refute
5. tenuity

A word of caution - Remember synonyms are words which have the same or similar meaning. However words that may have like meanings out of context may not be interchangeable in actual usage; therefore, synonyms are not exact.

G.E.D. READING SERIES TIPS #4

There is only one way to make your vocabulary of new words work for you: use it! Use your new words when you speak, when you write, when you think. Constant use of new words will enlarge your vocabulary so that today's new word will be tomorrow's familiar word.

LESSON # 5 — ENGLISH GRAMMAR

USING THE CORRECT PRONOUN

1. Him and me don't always agree.
2. Barney drove Sam and I to the game.
3. That might have been him with Sally Ann.
4. Art gave his tickets to Carlos and I.
5. Who did you invite for dinner?

The pronouns in the preceding sentences are used incorrectly.

The problem with pronouns is that the pronouns that can be subjects and predicate nominatives cannot be objects, and the pronouns that can be objects cannot be subjects or predicate nominatives. Study the following list of pronouns and their uses:

SUBJECT OR PREDICATE NOMINATIVE	OBJECT
I	me
he	him
she	her
we	us
they	them
who	whom

(You can ignore you and it, because they can be used as both subjects and objects.)

Now look again at the five sentences with incorrect pronouns. Using the list of pronouns and their uses, let's correct the sentences:

1. He and I don't always agree. (He and I are the subjects of the sentence, him and me would be wrong because they are object pronouns.)
2. Barney drove Sam and me to the game. (Sam and me are the direct objects of the verb drove; I can only be used as subject or predicate nominative.)
3. That might have been he with Sally Ann. (He is a predicate nominative, following a form of be and referring to the same person as the subject, that. Him can only be an object form.)
4. Art gave his tickets to Carlos and me. (Me is the object of the preposition to. To Carlos and me is a prepositional phrase. I would be incorrect because it can only be used as a subject or predicate nominative.)
5. Whom did you invite for dinner? (Whom is the object of the verb did invite. You is the subject. Who can only be used for subjects and predicate nominatives.)

Look at the following examples:

Mrs. Jensen is a woman whom (not who) I admire. (Whom introduces an adjective clause modifying woman. In the clause, I is the subject, admire is the verb, and whom is the direct object.)

Do you know who (not whom) screamed during the murder scene? (Who introduces a noun clause used as the direct object of the verb know. In the clause, who is the subject, and screamed is the verb.)

When who or whom introduces a dependent clause, first decide how the pronoun is used in the clause it introduces. Ignore the rest of the sentence and choose the pronoun that is correct in the dependent clause.

The following sentences illustrate another tricky pronoun problem:

Benjamin is not as greedy as I. (not me)
I like Bronson better than him. (not he)

People often have trouble choosing the correct pronoun following as or than because part of the sentence has been omitted to avoid repetition:

Benjamin is not as greedy as I (am greedy).
I like Bronson better than (I like) him.

There is one other use of pronouns that will probably be on the GED test. Remember gerunds? A gerund is an -ing verb form used as a noun. (Cooking is not her favorite activity. Sometimes a gerund is preceded by a possessive pronoun or noun:

Jennifer's cooking will never win any prizes.
Her cooking will never win any prizes.

You probably recognize Jennifer's as the possessive form of the noun. The rule to remember is this: A noun or pronoun before a gerund is always possessive. The possessive pronouns are my, your, his, her, its, our, their. Here are a few more examples:

He was annoyed by my (not me) nagging.
I can't accept your (not you) wanting to hurt me like that.

Exercise

DIRECTIONS: In each of the following sentences, underline the correct pronoun in parentheses. Answers can be found at the end of the exercise.

1. Between you and (I, me) the Cougars don't have a chance this year.
2. Was that really (she, her) and Leonard in that taxi?
3. To (who, whom) was that remark addressed?
4. My parents did not approve of (me, my) dropping out of school.
5. My husband insists that he is more tolerant than (I, me).
6. The policeman ordered Paco and (I, me) to face the wall.
7. (Him and me, He and I) have been friends since seventh grade.
8. The man(who, whom) was responsible for the passage of that bill is Senator Burnham.
9. I've never known a woman as vindictive as (she, her).
10. "All right," said Officer Grundy, "(who, whom) hit (who, whom)?"
11. Can you prove that it was (they, them) (who, whom) broke into the apartment the night of the murder?
12. Bruce says that he has no objection to (them, their) staying with us until they find a place to live.
13. I knew Sally Shapiro when (she, her) and Lenny Mandel were living together.
14. Just because he is bigger than (I, me), he thinks he can intimidate me.
15. You can keep the dog if you can stop (it, its) barking.

Answers to Exercise

1. me (object of the preposition between)
2. she (predicate nominative following the linking verb was)
3. whom (object of the preposition to)
4. my (possessive before the gerund dropping)
5. I (...than I-subject)
6. me (direct object of the verb ordered)
7. He and I (subject of the verb have been)
8. who (subject of the verb was)
9. she (...as she-subject)
10. who (subject of the verb hit); whom (direct object of the verb hit)
11. they (predicate nominative following the linking verb was); who (subject of the verb broke)
12. their (possessive before the gerund staying)
13. she (subject of the verb was living)
14. I (...than I-subject)
15. its (possessive before the gerund barking)

LESSON # 5 — MATHEMATICAL ABILITY

CHANGING DECIMALS TO COMMON FRACTIONS

To change a decimal to a common fraction, remember that the number of places a decimal occupies tells you how to read it. That is, the number of numbers to the right of the decimal point tells you what denominator to use.

EXAMPLE 1. Change .25 to a common fraction.

Two places = hundredths

$$.25 = \frac{25}{100} = \frac{1}{4}$$

EXAMPLE 2. Change .375 to a common fraction.

Three places = thousandths

$$.375 = \frac{375}{1000} = \frac{3}{8}$$

Notice that the common fractions are always reduced.

EXAMPLE 3. Change 4.06 to a mixed number.

$$4.06 = 4 \frac{6}{100} = 4 \frac{3}{50}$$

Notice that we do not write the 0 from .06 in fraction form.

DECIMALS EXERCISE Change each of the following to fractions or mixed numbers and reduce to the lowest terms.

1. .6 =
2. .5 =
3. .45 =
4. .80 =
5. .125 =
6. .065 =
7. 4.15 =
8. .96 =
9. .248 =

ANSWERS AND SOLUTIONS - DECIMALS EXERCISES

1. $\frac{3}{5}$
2. $\frac{1}{2}$
3. $\frac{9}{20}$
4. $\frac{4}{5}$
5. $\frac{1}{8}$
6. $\frac{13}{200}$
7. $4 \frac{3}{20}$
8. $\frac{24}{25}$
9. $\frac{31}{125}$

CHANGING COMMON FRACTIONS TO DECIMALS

We know that $\frac{1}{2}$ dollar is equal to \$.50. This is an example of a common fraction changed into a decimal. The process involves division. The fraction bar implies a division of the numerator by the denominator. In order to change $\frac{1}{2}$ to .50, we divide 1 by 2. We are free to add a decimal point and zeros after the 1.

Generally two places are far enough to carry the division.

EXAMPLE 1. Change $\frac{9}{20}$ into a decimal.

$$\frac{9}{20} = 20 \overline{) 9.00} = 9.00$$

EXAMPLE 2. Change $\frac{1}{8}$ into a decimal.

$$\frac{1}{8} = 8 \overline{) 1.00} = .125$$

or we may go three places:

$$\frac{1}{8} = 8 \overline{) 1.000} = 1.000$$

EXAMPLE 3. Change $2 \frac{1}{2}$ into a mixed decimal.

Since 2 is a whole number we do not change it.

$$2 \frac{1}{2} = 2 \frac{.50}{1} = 2.50$$

DECIMALS EXERCISE

Change each of the following to decimals or mixed decimals.

1. $\frac{3}{4}$ =
2. $\frac{1}{3}$ =
3. $\frac{7}{10}$ =
4. $\frac{5}{8}$ =
5. $2 \frac{1}{2}$ =
6. $\frac{1}{10}$ =
7. $\frac{2}{5}$ =
8. $1 \frac{4}{9}$ =
9. $\frac{1}{12}$ =

ANSWERS: DECIMALS EXERCISE

1. .75
2. .333
3. .7 or .70
4. .625 or .625
5. 2.5
6. .05
7. .4
8. 1.44
9. .083

LESSON #6 — READING COMPREHENSION VOCABULARY USING THE SIGNAL WORDS

The meaning of an entire paragraph may be misinterpreted, or, at least, made fuzzy by the omission of a single signal word. Such fuzziness and misinterpretation are demonstrated in the following paragraphs: In the first paragraph, the signal word is omitted; in the second, the signal word is in place.

"Education is a result of experience. Everyone has experience of one kind or another. Everyone has education of one kind or another."

"Education is a result of experience. Everyone has experience of one kind or another; therefore, everyone has education of one kind or another."

In the above example, the word therefore is like the last but crucial piece of a jigsaw puzzle which, when dropped into place, suddenly brings unity and coherence to the whole picture. Likewise, therefore brings unity and coherence to the author's whole meaning.

There is probably no other single technique that will help you follow smoothly and rapidly the author's train of thought than the signal words. The signal words have standard meanings, so they won't mislead you. There is an implied agreement between reader and writer on this. Communication depends on it. Furthermore, the signal words are the glue that the writer uses not only to tighten loose joints, but also to keep the relationship between ideas and details clear.

If you will take the time to memorize and to master the words listed below, your progress in becoming a faster and better reader will amaze you. Furthermore, these mastered words will enable you to become a better thinker, for these words are, indeed, the hinges on which all basic thought patterns swing.

SIGNAL WORD CLASSIFICATION

Supplementary Ideas

These words say, "What comes next is in addition to what I have already said."

and moreover furthermore

is. Bring your books and ten dollars.

Change in Direction

These words say, "Now I plan to say something that conflicts with what I've said before."

but however yet

is. We called the meeting, but no one came.

Concession

These words say, "I still oppose the idea, even though I have already made, to some degree, a concession."

still nevertheless notwithstanding

is. I will go, nevertheless I feel it's a foolish move.

Cause and Effect

These words say, "Now I'll introduce the reason for the previous statement or condition."

Because for

is. She had the accident, because she was daydreaming.

Cause and Time

These words are ruins. They may say, "I'm now going to show cause." Or, "I'm simply indicating a relationship dealing with time."

then since as

is. There is no use arguing since the election is over.

Purpose

These words say, "I'm going to show purpose."

in order that so that

is. The teacher used the chalkboard in order that the examples were clear.

Restriction

These words say, "I'm drawing a tight circle around what I have just said."

provided that in case that

is. I will be chairman provided that you help me.

Uncertainty

These words say, "Well, it is something like this."

as if as though even if

is. We can go even if it snows.

Emphasis

These words say, "I want to make sure that you get the point."

indeed above all to repeat

is. and indeed he was right.

When you are not quite sure of the author's point, you may gain it by asking some of the following questions:

What is the author trying to accomplish in this paragraph?

- Is he merely giving additional information?
- Is he presenting a conflicting point?
- Is he making a concession?
- Is he trying to prove a point?
- Is he only illustrating something previously said?
- Is he supporting a stated idea?

Some final words: Here are three truths about signal words. They will make you a better reader; a better thinker; and a better writer. Signal words are, indeed, both precious and powerful.

When you think you recognize the signal words that have been explained in details it is time to try a few. Do not refer to the above list.

TEST

1. THE TWO TEMPLES - Herman Melville

As thus I mused, the glorious organ burst, like an earthquake, almost beneath my feet; and I heard the invoking cry - "Govern thee and lift them up forever!" Then down I gazed upon the standing human mass, far, far below, whose heads, gleaming in the many-colored window-stains, showed like beds of spangled pebbles, flashing in a Cuban sun.

The word and serves to connect two ideas the second of which is to

- a. false their spirits.
- b. let them stand up.
- c. let them think positively.
- d. free their minds.

2. THE SCARLET LETTER - Nathaniel Hawthorne

By means of this, the sufferer's conscience had been kept in an irritated state, the tendency of which was, not to cure by wholesome pain, but to disorganize and corrupt his spiritual being.

The words following but

- a. are not truthful.
- b. show what really occurred.
- c. denounce religion.
- d. show good purpose.

3. THE CLERGYMAN'S DAUGHTER - George Orwell

Those long, laborious hours in the strong sunlight, in the sound of forty voices singing, in the smell of hops and wood smoke, had a quality peculiar and unforgettable. As the afternoon wore on you grew almost too tired to stand. . . . Yet you were happy, with an unreasonable happiness.

In the above passage, yet precedes the conclusion that

- a. no person should be this happy.
- b. it was worth it all.
- c. the feeling is caused by exhaustion.
- d. the happiness and the work don't balance.

4. VICTORY - Joseph Conrad

"I took this course of signaling to you," he said to Davidson, "because to preserve appearances might be of the utmost importance. Not to me, of course. I don't care what people may say, and of course no one can hurt me."

Following the word because is

- a. a suggestion of deceit.
- b. a complex explanation.
- c. a reason for signaling.
- d. an example of contrast.

5. THE AUTOCRAT OF THE BREAKFAST TABLE - Oliver W. Holmes

There are forms and stages of alcoholic exaltation which, in themselves, and without regard to their consequences, might be considered as positive improvements of the persons affected. When the sluggish intellect is aroused, the slow speech quickened, the cold nature warmed, the latent sympathy developed, the flagging spirit kindled, - before the trains of thought become confused, or the will perverted, or the muscles relaxed, - just at the moment when the whole human scaphyte flowers out like a full-blown rose, and is ripe for the subscription-paper or the contribution-box, it would be hard to say that a man uses, at that very time, worse, or less to be loved, than when driving a hard bargain with all his meaner wits about him.

The use of as demonstrates

- a. an attempt to unite the thoughts in the passage.
- b. an ineffectual word.
- c. a time factor.
- d. a connection between a cause and result.

6. THE OLD MAN AND THE SEA - Ernest Hemingway

We could not see the green of the shore now but only the tops of the blue hills that showed white as though they were snow-capped and the clouds that looked like high snow mountains above them. The sea was very dark and the light made prisms in the water. The myriad flecks of plankton were annulled now by the high sun and it was only the great deep prisms in the blue water that the old man saw with his lines going straight down into the water that was a mile deep.

The use of as though

- a. makes an unlikely comparison.
- b. might give a wrong impression.
- c. is questionable.
- d. adds to the description by including comparisons.

7. AN ISLAND VOYAGE WITH A DONKEY - Robert Louis Stevenson

The next day was Sunday, and the church bells had little feet; indeed, I do not think I remember anywhere else so great a choice of services as were here offered to the devout. And while the bells made merry in the sunshine, all the world with his dog was out shooting among the beasts and trees.

The word indeed is used to demonstrate

- a. another idea.
- b. fact.
- c. an action.
- d. a way to show uncertainty.

Answers to Test and Reference

- | | |
|-----------------------------|-----------------------|
| 1. a. - Supplementary Ideas | 5. d. - Cause or Time |
| 2. b. - Change in Direction | 6. d. - Uncertainty |
| 3. b. - Change in Direction | 7. b. - Emphasis |
| 4. c. - Cause and Effect | |

G.E.D. READING SERIES TIPS #8

Read in Idea-Units. Your eyes and your brain work together as you read. Your brain receives the signal picked up by your eyes during a fixation pause. Your brain operates more efficiently if each signal it receives is a complete and useful unit. Is "We hold these truths to be self-evident, that all men are created equal," . . . when you read this passage as broken down you were reading thought (idea units) not words. Practice this method.

LESSON # 6 — ENGLISH GRAMMAR

USING THE CORRECT MODIFIER

Anita walked angrily out of the room.
Anita felt angry.

You already know that an adjective modifies a noun or pronoun and an adverb modifies a verb, an adjective, or another adverb. But there are a few usage problems involving adjectives and adverbs that you should be especially familiar with when you take the GED test. One such problem is illustrated by the difference between the two sentences above. In the first sentence angrily is an adverb telling how and modifying the verb walked. In the second sentence angry is an adjective modifying the subject noun, Anita. Linking verbs such as is, become, taste, feel, smell, sound, look, and appear are usually followed by an adjective (a predicate adjective, remember!) An action verb like walked is usually followed by an adverb. Study the following examples:

Ralph looked strange. (Strange is an adjective modifying the noun Ralph: strange Ralph.)
Ralph looked at me strangely. (Strangely is an adverb telling how and modifying the verb looked: looked strangely.)

This coffee tastes bad. (Bad is an adjective modifying the noun coffee: bad coffee.)
He plays the guitar rather badly. (Badly is an adverb telling how and modifying the verb played: played badly.)

The second pair of sentences above illustrates a particularly troublesome adjective/adverb pair: bad and badly. Bad and badly, good and well deserve special mention because they are responsible for such a large percentage of usage errors. These words need not be confusing if you remember these points: (1) bad and good are adjectives; (2) badly is an adverb; and (3) well can be used as either an adjective or an adverb.

Right: Aunt Mae feels bad today.
Wrong: Aunt Mae feels badly today.
Right: Auerbach played well last night.
Wrong: Auerbach played good last night.

Adjectives and adverbs, you may remember, change form to show degrees of comparison: big, bigger, biggest; fast, faster, fastest. There are three degrees of comparison. The first is used for simple statements: John is a bad runner. The second is used to compare two persons or things: John is shorter than Ira. The third is used to compare more than two: Abe is the shortest of the three. The following chart shows the three degrees of comparison of several adjectives and adverbs:

SIMPLE STATEMENT	COMPARISON OF TWO	COMPARISON OF MORE THAN TWO
brave (adj.)	braver	bravest
bravely (adv.)	more bravely	most bravely
good (adj.)	better	best
bad (adj.)	worse	worst
late (adj. or adv.)	later	latest
carefully (adv.)	more carefully	most carefully
any (adj.)	more	most

As you can see, adjectives and adverbs change form to show comparison in one of three ways:

1. Add er and est: warm, warmer, warmest.
2. Use more and most: easily, more easily, most easily.
3. For certain irregular adjectives and adverbs, change the word: good, better, best.

Remember: Do not use double comparisons.

Wrong: Bruno is more stronger than you are.
Right: Bruno is stronger than you are.

Exercise 1

DIRECTIONS: In each of the following sentences, underline the correct adjective or adverb in parentheses. Answers can be found at the end of the exercise.

1. Gloria is looking (beautiful, beautifully) today.
2. Finish the job as (quick, quickly) as possible.
3. I can't hear very (good, well) in that theater.
4. If the food tastes (bad, badly) don't eat it.
5. Speak as (soft, softly) as you can.

Exercise 2

DIRECTIONS: Some of the following sentences contain incorrect adjectives or adverbs; some do not. If the sentence is correct write the letter C on the answer line. If the sentence is incorrect write the letter I and underline the word or words that are wrong.

1. I compared the prices of both brands and found that Cat's Delight is cheapest.
2. The housewives were asked to test five cleansers and select the best one.
3. Is it true that the cost of living is higher in New York than in San Francisco?
4. I've always found Andy to be more friendlier than Rico.
5. All four of the brothers can ski, but the youngest one skis better.

Answers to Exercise 1

1. beautiful (predicate adjective following the linking verb is looking and modifying the subject noun Gloria)
2. quickly (adverb modifying the action verb finish)
3. well (adverb modifying the action verb can't hear)
4. bad (adjective following the linking verb tastes and modifying the subject noun food)
5. softly (adverb modifying the action verb speak)

Answers to Exercise 2

1. (I) .. Cat's delight is cheaper (comparing two)
2. (C) .. (comparing more than two)
3. (C) .. (comparing two)
4. (I) .. (double comparison: leave out more)
5. (I) .. the youngest one skis better (comparing more than two)

LESSON # 6 — MATHEMATICAL ABILITY

PERCENT

Percent is another special type of fraction. It is used in figuring out discounts, calculating sales tax, computing interest on a loan, and in many other everyday transactions. Decimals can be expressed with the denominator 10, 100, 1,000, etc. Percent can only be expressed with the denominator 100. The denominator 100 is not written but is symbolized by the percent sign (%). In percent one whole is $\frac{100}{100}$ or 100%. One-half is half the parts of 100 or 50%.

Interchanging Decimals and Percents

Rule for Changing a Decimal into a Percent

Move the decimal point two places to the right, and write the percent symbol (%). The two places correspond to hundredths.

Examples.

Decimal Percent

.25 = .25 = 25%

.6 = .60 = 60%

.003 = .003 = .3%

2.7 = 2.70 = 270%

$37\frac{1}{2}$ = $37\frac{1}{2}$ = $37\frac{1}{2}\%$

.625 = .625 = 62.5%

.0008 = .0008 = .08%

Notice that it is not necessary to write the point if it moves to the end.

Percent Exercise 1

Change each of the following decimals to percents.

- | | | |
|------------|-------------|------------|
| 1. .81 = | 2. .49 = | 3. .5 = |
| 4. .004 = | 5. .0009 = | 6. .217 = |
| 7. .01 = | 8. .331 = | 9. 2.1 = |
| 10. 4.85 = | 11. 3.924 = | 12. .015 = |

Answers and Solutions - Percent Exercise 1

Percent Exercise 1

- | | | |
|----------|------------|----------|
| 1. 81% | 2. 49% | 3. 50% |
| 4. .4% | 5. .09% | 6. 21.7% |
| 7. 1% | 8. 33.1% | 9. 210% |
| 10. 485% | 11. 392.4% | 12. 1.5% |

Rule for Changing a Percent to a Decimal

Drop the percent symbol (%), move two places to the left, and put in the decimal point. If there is already a decimal point in the percent, move it two places to the left. You are replacing the two places that the percent sign represents.

EXAMPLES.

Percent Decimal

5% = .05

20% = .2

250% = 2.5

.25% = .0025

$16\frac{2}{3}\%$ = .16 $\frac{2}{3}$

Notice where zeros are necessary and unnecessary.

Percent Exercise 2.

Change each of the following to decimals.

- | | | |
|-------------|------------------------|------------------------|
| 1. 9% = | 2. 24% = | 3. 100% = |
| 4. .3% = | 5. $87\frac{1}{2}\%$ = | 6. $8\frac{1}{2}\%$ = |
| 7. .15% = | 8. 275% = | 9. 2.7% = |
| 10. 3.95% = | 11. 57% = | 12. $1\frac{1}{2}\%$ = |

Answers and Solutions - Percent Exercise 2.

- | | | |
|-----------|---------|----------|
| 1. .09 | 2. .24 | 3. 1 |
| 4. .003 | 5. .875 | 6. .085 |
| 7. .0015 | 8. 2.75 | 9. .027 |
| 10. .0395 | 11. .57 | 12. .015 |

Solve these word problems

1. The cost-of-living index rose by 6.3% one year. Express this increase as a decimal.
2. Express a sales tax rate of 5% as a decimal.
3. A baseball player had a batting average of .380. What is the percent of hits for times at bat?

ANSWERS

- | | | |
|---------|--------|--------|
| 1. .063 | 2. .05 | 3. 38% |
|---------|--------|--------|

LESSON #7 — READING COMPREHENSION-VOCABULARY

CONTEST CLUES—IDENTIFYING WORDS IN CONTEXT

A sentence may provide context clues to the meaning of a word, phrase in various ways. The three kinds of context clues most helpful are words similar in meanings - a. synonyms, words in contrast b. antonyms and c. supplied definitions. Lesson #5 covered synonyms and antonyms in great detail. Supplied definitions are usually expressed such as in other words, to repeat, provided that therefore etc. Signal words were taught in detail in Lesson #6.

The exercises that follow are intended to help you sharpen your ability to identify words through their use in a sentence (in context).

Select the word which best completes each of the following sentences:

- As the surprised fish raced upstream in an attempt to rid itself of the hook, the fishing line became
(a) loose; (b) taut; (c) shallow; (d) stronger.
- The teacher, wishing to teach the foreign students to speak English correctly, was very careful to pronounce each word
(a) sweetly; (b) noisily; (c) precisely; (d) abruptly.
- He coughed violently as the burning chemicals filled the air with fumes that were
(a) dark; (b) acrid; (c) quieting; (d) whitish.
- During the heat of the day, the lake water, no longer either too warm or too cold, was merely
(a) tepid; (b) stormy; (c) calm; (d) frigid.
- The blood oozed out of the wound and turned the bandage
(a) brown; (b) sterile; (c) colored; (d) crimson.
- Because we could not find the switch, the bell continued to ring
(a) incessantly; (b) finally; (c) softly; (d) nightly.
- Since no machine could be used, therefore all the cutting had to be done
(a) rapidly; (b) violently; (c) manually; (d) freely.
- Since some mushrooms are poisonous, the job of picking mushrooms requires workers who can choose only those that are
(a) light; (b) colored; (c) winning; (d) edible.
- When we knew of the extent of his cruelty, we could only conclude that he was
(a) likable; (b) parched; (c) unraveled; (d) loathsome.
- The man who refused to eat nothing but bread buttered on both sides, was soon labeled
(a) fatal; (b) eccentric; (c) wasteful; (d) thorough.

Analyze your answer. Check the following interpretation.

Now did you do?

1. e loose - wrong because an attempt to rid would indicate going away and b. taut would be correct c. shallow, it would not make a complete sentence or make sense d. stronger wrong (b above antonym)
2. look at correctly which one of answer means about the same (c above synonym) c. precisely is correct.
3. We are looking for a word that describes - all 3 examples are adjectives. We must look again coughed violently are clues a. dark and d. whitish describe color, c. quieting is incorrect as we need a word to describe the air causing coughed violently. This leaves b. acrid - (b above synonym) for violent.
4. We are looking for a word to describe the temperature of the water. Which would eliminate b. stormy, c. calm. This leaves a. tepid and d. frigid. Our clue here is heat of the day - eliminating frigid yes a. tepid - lukewarm is correct (a above synonym).
5. Blood is our clue. What color is blood? not (a) brown, (b) sterile, (c) colored. That leaves (d) crimson - crimson is deep purple - red in color. Blood is crimson or deep purple - red (a above synonym)
6. continued to ring is a clue. (b) finally has nothing to do with continued to ring, (c) softly describes how it rang, (d) nightly describes when it rang. Incessantly - means to continue (a above synonym for phrase)
7. no machine is your clue. Analyze the 4 examples. If you analyze no machine therefore the work is done by hand or (c) manually (c above supplied definition)
8. poisonous is the clue. We are looking for a word (antonym) that is opposite of poisonous. Poisonous food can't be water. If something can be eaten it is edible. (a) light, (b) colored do not make something edible or not. (c) winning doesn't have anything to do with being poisonous. (b above - antonym)
9. cruelty is a clue. We are looking for a descriptive word for a cruel person isn't usually (a) likable or (b) parched. (c) unraveled - un - not, ravel - tangle, disengage doesn't have anything to do with a description of a person. This leaves (d) loathsome - hateful, disgusting. Cruel people are hateful, and disgusting often therefore loathsome. (d above synonym)
10. In this sentence our clue is a label for unusual behavior. (a) fatal, (d) thorough do not necessarily describe unusual behavior. This leaves (b) eccentric (c) wasteful (b) eccentric is stronger label for unusual behavior than wasteful. (b above synonym for phrase, or c. supplied definition).

TEST

When you think you understand context clues, complete the following test with passages from literature. Circle correct answer.

BLEAK HOUSE, Charles Dickens

"Do you know the name?" I asked.

"No, miss. To my knowledge I never heard it. I thought I had seen you somewhere."

"I think not," I returned, raising my head from my work to look at him; and there was something so genuine in his speech and manner that I was glad of the opportunity.

1. What does genuine mean?

- a. earthy
- b. sincere.
- c. original.
- d. complimentary.

CHARLOTTE'S WEB, E.B. White

"Fern," said Mr. Arable, "I know more about raising a litter of pigs than you do."

"I see no difference," replied Fern, still hanging on to the axe. "This is the most terrible case of injustice I ever heard of."

"All right," he said. "You go back to the house and I will bring the pigt when I come in. I'll let you start it on a bottle, like a baby. Then you'll see what trouble a pig can be."

2. The word pigt means

- a. a kind of animal.
- b. a noisy pig.
- c. smallest of the litter.
- d. a troublesome bully.

DEMOCRACY, Henry Adams

The next morning Carrington called at the Department and announced his acceptance of the post. He was told that his instructions would be ready in about a fortnight, and that he would be expected to start as soon as he received them in the meanwhile, he must devote himself to the study of a mass of papers in the Department. There was no trifling allowable here. Carrington had to set himself vigorously to work.

3. The word post, as used here, means

- a. position.
- b. pole.
- c. stick.
- d. station.

ROBINSON CRUSOE, Daniel Defoe

We were not much more than a quarter of an hour out of our ship but we saw her sink, and then I understood for the first time what was meant by a ship foundering in the sea; I must acknowledge I had hardly eyes to look up when the seamen told me she was sinking; for from that moment they rather put me into the boat than that I might be said to go in, my heart was as it were dead within me, partly with fright, partly with horror of mind and the thoughts of what was yet before me.

4. As used in the passage, but means

- a. however.
- b. yet.
- c. how.
- d. when.

ZADIG, Voltaire

When night came Zadig lit a large number of tapers in the tent where he was to sup with Setoc, and as soon as his patron appeared threw himself on his knees before them and cried: "Eternal and Radiant Lights, grant me always your favors!" - after which he sat down to table without looking at Setoc.

5. The word tapers can best be replaced by

- a. decrease.
- b. candles.
- c. pvens.
- d. cigarettes.

THE MASQUE OF THE RED DEATH, Edgar Allan Poe

The tastes of the duke were peculiar. He had a fine eye for colors and effects. He disregarded the decor of fashion. His plans were bold and fiery, and his conceptions gloved with barbaric lustre. There are some who would have thought him mad. His followers felt that he was not. It was necessary to hear and see and touch him to be sure that he was not.

6. By using the term peculiar in the opening sentence, the author means that the duke's tastes were

- a. fashionable.
- b. unusual.
- c. insane.
- d. particular.

GREAT EXPECTATIONS, Charles Dickens

I had scant luggage to take with me to London, for little of the little I possessed was adapted to my new station. But, I began packing the same afternoon, and morning, in a fiction that there was not a moment to be lost.

7. The word scant can best be replaced by

- a. dilapidated.
- b. little.
- c. heavy.
- d. new.

ROBINSON CRUSOE, Daniel Defoe

No joy at a thing of so mean a nature was ever equal to mine, when I found I had made an earthen pot that would bear the fire; and I had hardly patience to stay till they were cold, before I set one upon the fire again, with some water in it, to boil me some meat, which it did admirably well; and with a piece of a kid I made some very good broth, though I wanted oatmeal and several other ingredients requisite to make it so good as I would have had it been.

8. A substitute for mean, as it's used in this passage, is

- a. significant.
- b. ugly.
- c. ordinary.
- d. hostile.

WUTHERING HEIGHTS, Emily Bronte

Yesterday was bright, calm, and frosty. I went to the Heights as I proposed; my housekeeper entreated me to bear a little note from her to her young lady, and I did not refuse, for the worthy woman was not conscious of anything odd in her request.

9. The word entreated can best be replaced by

- a. asked.
- b. begged.
- c. employed.
- d. told.

THE MERRY MEN, Robert Louis Stevenson

As I said the words the wind suddenly burst out raving, and then seemed to stand still and shudder around the house of Aroe. It was the first squall, or prologue, of the coming tempest, and as we started and looked about us we found that a gloom like the approach of evening had settled around the house.

10. The word prologue in this passage can best be replaced by

- a. introduction.
- b. termination.
- c. protection.
- d. progression.

Answers and Explanations

Word in Context	Answer	Interpretation
1. genuine.	b. sincere	word or synonym
2. runt	c. smallest for litter	another word (phrase) or synonym
3. post	a. position	word or synonym
4. but	b. when	supplied definition
5. tapers	b. candles	word or synonym
6. peculiar	b. unusual	word or synonym
7. scant	b. little	word or synonym
8. mean	c. ordinary	substitute word
9. begged	b. entreated	synonym
10. prologue	a. introduction	synonym

G.E.D. READING SERIES TIPS #7

Test Taking

Do

1. Tips for taking a reading interpretation test:
1st. scan the passage quickly to get the general idea.
2nd. Read the passage carefully and critically, underlining leading phrases and ideas.
3rd. Read each question carefully, then look for the answer in the text of the passage.

Do

Be suspicious of words such as never, always wholly, and forever in the answer choices.

Be alert and pay attention to detail.

Choose the BEST answer to the question.

Leave the more difficult questions for last. Try to answer the easier ones first so that you have time to spend thinking about the harder ones.

LESSON #7 — ENGLISH GRAMMAR SENTENCE FRAGMENTS

In order for a group of words to qualify as a sentence, three elements must be present: A sentence must (1) contain a subject, (2) contain a verb, and (3) convey a complete thought. If the group of words lacks any of these three characteristics, it is called a sentence fragment. Which category—sentence or sentence fragment—do the following groups of words fall into?

1. The best lawyer in the city.
2. Swimming against the current.
3. Although George could drive.

Each of the three word groups is a sentence fragment. Each lacks something that is needed to convey a sense of completeness. Let's correct the three fragments:

1. The best lawyer in the city couldn't save him. (Add a verb.)
2. The salmon were swimming against the current. (Add a subject and a helping verb.)
3. Although George could drive, he had no car. (Attach the dependent clause to an independent clause in order to convey a sense of completeness.)

Test your ability to recognize fragments in Exercise 1.

Exercise 1

DIRECTIONS: In each question below there are four groups of words. In the answer column write the letter that corresponds to the letter of the word group that is a fragment. If all the word groups are complete sentences write the letter E. Answers can be found at the end of the exercise.

1. (A) Women's liberation is a social movement.
(B) Political, too.
(C) It also covers the economy.
(D) All society is affected.
2. (A) Since women are 50 percent of the population.
(B) We can't ignore them.
(C) Man's world has its problems.
(D) What do women want?
3. (A) They want equal rights.
(B) For what reasons?
(C) They want equal opportunities.
(D) What will women do with them?
4. (A) Make their own mistakes.
(B) That's not encouraging.
(C) They might do something better with the world.
(D) I don't think so.

Answers to Exercise 1

1. (B) This fragment lacks both subject and verb. (It is a political movement, too.)
2. (A) This fragment is a dependent clause. (Since women are 50 percent of the population, we can't ignore them.)
3. (B) This fragment lacks both subject and verb. (For what reasons do they want equal opportunities?)
4. (A) This fragment lacks a subject. (They will make their own mistakes.)

Run-On Sentences

Football has been successful on television, baseball fans seem to prefer the ball park.

The sentence you just read is referred to as a run-on sentence. A run-on sentence occurs when the writer connects two independent clauses or two sentences with a comma instead of a period, a semicolon, or a conjunction. There are four ways to correct a run-on sentence:

1. Use a period: Football has been successful on television. Baseball fans seem to prefer the ball park.
2. Use a semicolon: Football has been successful on television; baseball fans seem to prefer the ball park.
3. Add a coordinating conjunction (and, but, for, or, nor): Football has been successful on television, but baseball fans seem to prefer the ball park. (Note that the comma is used before the coordinating conjunction.)
4. Make one clause a dependent clause by adding a subordinating conjunction: Although football has been successful on television, baseball fans seem to prefer the ball park.

Test your ability to recognize run-on sentences in exercise 2.

Exercise 2

DIRECTIONS: In each group below there are four sentences. In the answer column, write the letter that corresponds to the letter of the sentence that is a run-on. If none of the sentences is a run-on, write the letter E. Answers can be found at the end of the exercise.

1. (A) The role of a man in today's society is changing.
(B) If he accepts the change, it could be to his advantage.
(C) After all, he has had to carry a big load, he should be given some relief.
(D) He might enjoy the change.
2. (A) Women do not want to be restricted to traditional roles.
(B) Women are not trying to take over the world; on the contrary, they just want to share the burden.
(C) Men will find life more fulfilling, they will probably enjoy the change in roles.
(D) They will be freed to satisfy their own needs, which will make them happier.
3. (A) Career, leisure activities, and domestic life will change as a result of human liberation.
(B) Married men can change jobs or start over in new professions without feeling guilty.
(C) In many cases the man quits his job to go back to school, the wife goes back to work to help financially.
(D) He takes care of the children while she is at work.
4. (A) The man enjoys his new relationship with his children.
(B) He doesn't feel his masculine image is tarnished, nor does he feel a woman's place is in the home.
(C) The liberated man knows he has a rare opportunity to try something new.
(D) He enjoys the new freedom, and he makes the most of it.

Answers to Exercise 2

1. (C) Substitute a semicolon: After all, he has had to carry a big load; he should be given some relief.
2. (C) Add a conjunction: Men will find life more fulfilling, and they will probably enjoy the change in roles.
3. (C) Make one clause dependent: In many cases the man quits his job to go back to school, while the wife goes back to work to help financially.
4. (B)

LESSON #7 — MATHEMATICAL ABILITY INTERCHANGING FRACTIONS AND PERCENTS

CHANGING FRACTIONS TO PERCENTS

We saw that $\frac{1}{4}$ is equal to $\frac{1}{4}$ of 100% or 25%. There are two ways to change fractions into percents. You can take a fraction of 100% which means to multiply, or you can first change the fraction into a decimal and then move the point two places to the right.

Example 1. Change $\frac{1}{4}$ into a percent.

Method 1.

$$\frac{1}{4} = \frac{1}{4} \times \frac{100\%}{1} = 25\%$$

Method 2.

$$\frac{1}{4} = \frac{.25}{1} = .25 = 25\%$$

Example 2. Change $\frac{1}{16}$ into a percent.

Method 1.

$$\frac{1}{16} = \frac{1}{16} \times \frac{100\%}{1} = \frac{25}{4} = 6\frac{1}{4}\%$$

Method 2.

$$\frac{1}{16} = \frac{.0625}{1} = .0625 = 6\frac{1}{4}\%$$

Percent Exercise Change each of the following fractions into percents.

- | | | |
|---------------------|----------------------|----------------------|
| 1. $\frac{1}{5} =$ | 2. $\frac{2}{6} =$ | 3. $\frac{3}{8} =$ |
| 4. $\frac{2}{3} =$ | 5. $\frac{24}{25} =$ | 6. $\frac{9}{10} =$ |
| 7. $\frac{3}{12} =$ | 8. $\frac{6}{7} =$ | 9. $\frac{1}{6} =$ |
| 10. $\frac{4}{9} =$ | 11. $\frac{1}{12} =$ | 12. $\frac{2}{11} =$ |

Answers to Percent Exercise

- | | | |
|-----------------------|----------------------|------------------------|
| 1. 20% | 2. $33\frac{1}{3}\%$ | 3. $37\frac{1}{2}\%$ |
| 4. $66\frac{2}{3}\%$ | 5. 96% | 6. 90% |
| 7. $41\frac{2}{3}\%$ | 8. $85\frac{7}{8}\%$ | 9. $16\frac{2}{3}\%$ |
| 10. $44\frac{4}{9}\%$ | 11. $8\frac{1}{3}\%$ | 12. $18\frac{2}{11}\%$ |

CHANGING PERCENTS TO FRACTIONS

This process sometimes gives students trouble. It is easy if you remember that a percent is a special fraction whose only denominator is 100. That is, the percent sign (%) can be replaced with the denominator 100.

Example 1. Change 75% to a common fraction. $75\% = \frac{75}{100} = \frac{3}{4}$

Example 2. Change 125% to a mixed number. $125\% = \frac{125}{100} = 1\frac{25}{100} = 1\frac{1}{4}$

Example 3. Change $16\frac{2}{3}\%$ to a fraction. $16\frac{2}{3}\% = \frac{16\frac{2}{3}}{100}$

This is a complex fraction. Remember that the fraction bar means to divide.

$$16\frac{2}{3} \div 100 = \frac{50}{3} \div \frac{100}{1} = \frac{50}{3} \times \frac{1}{100} = \frac{1}{6}$$

Percent Exercise

Change each of the following percents into fractions or mixed numbers.

- | | | |
|-----------|------------------------|-------------------------|
| 1. 45% = | 2. $37\frac{1}{2}\%$ = | 3. $6\frac{2}{3}\%$ = |
| 4. 8% = | 5. 2% = | 6. $83\frac{1}{3}\%$ = |
| 7. 24% = | 8. $33\frac{1}{3}\%$ = | 9. $28\frac{1}{2}\%$ = |
| 10. 80% = | 11. 150% = | 12. $12\frac{1}{2}\%$ = |

Answers to Percent Exercise

- | | | |
|-------------------|--------------------|-------------------|
| 1. $\frac{9}{20}$ | 2. $\frac{3}{8}$ | 3. $\frac{1}{15}$ |
| 4. $\frac{2}{25}$ | 5. $\frac{1}{50}$ | 6. $\frac{2}{3}$ |
| 7. $\frac{6}{25}$ | 8. $\frac{1}{3}$ | 9. $\frac{2}{7}$ |
| 10. $\frac{4}{5}$ | 11. $1\frac{1}{2}$ | 12. $\frac{1}{8}$ |

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MALE _____ FEMALE _____

LESSON #8 — READING COMPREHENSION VOCABULARY

HOW TO READ A GRAPH

To read and interpret some graphs, you will have to use your mathematical skills. The reading and interpretation of a graph depends on (1) the general idea, which is usually found in the title of the graph; (2) some specific facts, which may be found by reading the scale on the sides, top and below the graph; (3) interpretation, which means that, using the given facts, you make comparisons, draw inferences and conclusions.

1. Read the title or heading.
2. Notice the labels.
3. Find the scale, symbol, or key to the information given.
4. Determine the amount or amounts of the intervals.
5. Find the needed information.
6. Think about the information supplied before you draw inferences, conclusions, or make comparisons. Remember: use your reading comprehension skills; do not make comparisons or draw conclusions or inferences which are not fully supported by the facts given.

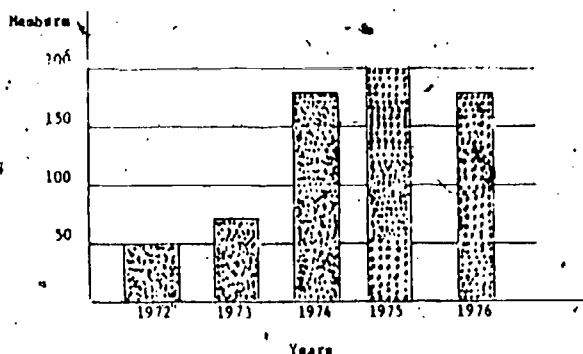
In newspapers, magazines, and reports, you often find graphs. Basically a graph gives you information in a picture. There are several kinds of graphs. The section that follows describes how to read three kinds of graphs.

Bar Graphs

On a bar graph two reference lines are used to show a correspondence between two sets of data. Usually one line is vertical and the other horizontal. One of these lines is the name line, and it may be either vertical or horizontal. In the following graph, the years are listed on the name line. The other reference line is a number line. It shows the values of the bars drawn from the name line.

If the name line is drawn horizontally, a vertical bar graph results as in the following example.

Example



- (1) Problem: The bar graph shows the membership of a new club at each of its first five years. How many members did the club have in 1972? In 1974? In 1976?

Solution: The bar above 72 extends to the 50-member mark on the scale at the left. This means the club had 50 members in 1972.

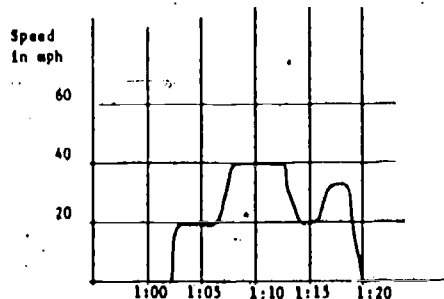
The bar for 1974 extends halfway between the marks for 150 members and 200 members. This means the club had 175 members in 1974.

The bar for 1976 is the same height as the bar for 1974, meaning the club had the same number of members in these two years - 175.

Line Graphs

Some quantities can be measured at intervals that are very close together. Some can be measured at any point you wish. These quantities are usually shown on a line graph. By drawing a continuous line, the graph-maker is telling you that the quantity can be measured at any place along the horizontal span of the graph. You simply find that position, and then look to see how high the line is at that point. The height tells you the value of the quantity.

Example



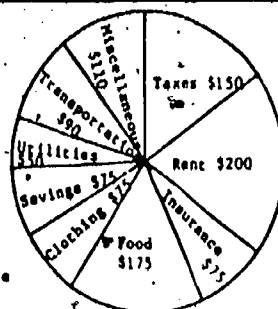
- (1) Problem: The graph shows the speed of a car during a trip. What is the fastest speed of the car? How long did the trip take? How fast was the car going at 1:15?

Solution: This problem situation can best be described by using a line graph. The car has a measurable speed at all times. Even when it is not moving, its speed can be measured (it is zero (0) miles per hour).

The fastest speed of the car is 40 m.p.h. The trip took 18 minutes (from about 1:02 to 1:20). At 1:15, the car was going 20 m.p.h.

Circle Graphs

Circle graphs are not like other graphs, because they do not show how two things are related to each other. In bar graphs and line graphs, two different things are always related: speed to time, family income to year, barber-pole production to company, and so on. But a circle graph shows how a single quantity is divided among several categories. For example, a circle graph might be used to show how the income of a family is spent. The circle graph is divided into sections, like a pie is divided into pieces. Each section of the graph is labeled to show how much of the total is represented by that piece.

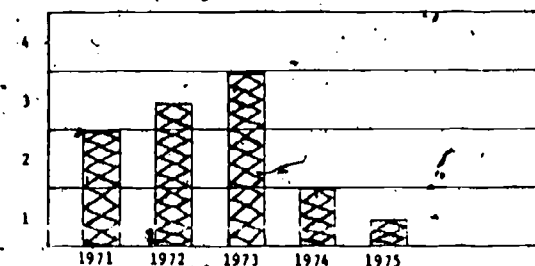


1. Problem: The circle graph shows how a family of four spends its income of \$1,000.00 per month. What is the largest item in the budget? What is the smallest item? How much does the family save each month? How much does it spend for insurance?

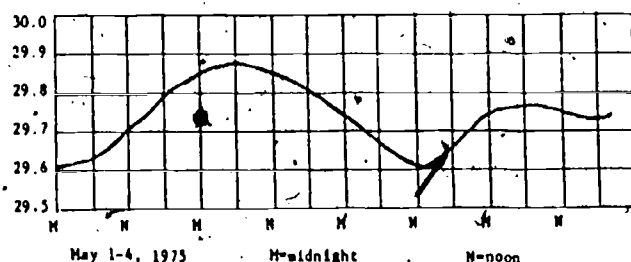
Solution: The largest area represents the largest amount spent. The largest item is rent. The smallest area represents the smallest item. The smallest item is utilities. The family saves \$75 each month. Insurance costs the family \$75 each month.

THE FOLLOWING FICTITIOUS GRAPHS RELATE TO THE TOWN OF VINELAND.

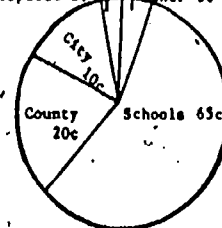
Miles of street paving



Barometric pressure



County hospital 20c, Other 3c



1. In which year did Vineland pave the most streets?
2. When did the barometric pressure reach its highest point in the first four days of May 1975?
3. What is the largest item in the budget for tax expenditures?
4. What was the barometric pressure at noon on May 3, 1975?
5. How many miles of streets were paved in 1973?
6. How much of each tax dollar is spent on running the city of Vineland?
7. When was the barometric pressure rising during the first four days of May, 1975?
8. How many more miles of streets were paved in 1972 than in 1971?

ANSWERS

1. 1973
2. Early morning May 2
3. Schools
4. 29.6
5. About 4 mile
6. 10c
7. From the morning of May 1 to the morning of May 2, and from late evening of May 3 to early afternoon May 4
8. About 4 mile

G.E.D. READING-SERIES TIPS #8

DON'T

DON'T expect that you can always find the answers in just one sentence or paragraph. To choose the right answer to some questions you must consider the meaning and intent of the entire passage.

DON'T forget that some of the answers will require that you have information that does not appear in the quoted passage.

DON'T write out reasons for your answers or add notes to your answer sheet. You should know the reason in your mind, and commit yourself to one of the choices given.

DON'T give your opinion in an answer unless specifically asked to do so. If a question asks you to choose the writer's opinion from a list of choices, make sure it is his opinion.

DON'T be disturbed if some of the passages deal with subjects outside your field of special interest. Even if you are not familiar with the subject matter, you can read through the passage, and work out the answers using your general background knowledge and sound reasoning to guide you.

Questions taken from Comprehension, Reading, and Reasoning, G.E.D. Series, by the Educational Testing Service.

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LESSON #8 — ENGLISH-GRAMMAR*

MISPLACED MODIFIERS

Marilyn thought about how much she had hated her ex-husband while she was drinking her coffee.

Mrs. Novak edged away from the lunging dog with a nervous laugh. Hanging from a ledge seventeen stories high, the street seemed very far away to Myron.

The sentences you just read are slightly ridiculous, but they illustrate a common sentence error. You may suspect that Marilyn didn't hate her ex-husband only while she was drinking her coffee. It's equally unlikely that the dog was the one with the nervous laugh or that the street was hanging from the ledge. This kind of unclear writing occurs when the writer fails to put single-word, phrase, or clause modifiers as near as possible to the words they modify. The three sentences would make perfectly good sense if the modifiers were placed near the words they modify:

While she was drinking her coffee, Marilyn thought about how much she had hated her ex-husband.
With a nervous laugh, Mrs. Novak edged away from the lunging dog.
Hanging from a ledge seventeen stories high, Myron thought the street seemed very far away.

Test your ability to spot misplaced modifiers in the following exercises.

Exercise 1

DIRECTIONS: Some of the following sentences contain misplaced modifiers; some do not. If the sentence contains a misplaced modifier write the letter I in the answer column. If the sentence is satisfactory write the letter C. Answers can be found at the end of the exercise.

- While eating my dinner, the telephone rang.
- She had asked Willy not to play with matches five times.
- San Francisco seemed a beautiful and exciting city, having grown up in Topeka, Kansas.
- Careening wildly around the corner, the car came to a halt in front of the police station.
- Louis looked to see whether he still had the peanut butter and jelly sandwich his mother had made in his briefcase.

Answer to Exercise 1 1. (I), 2. (I), 3. (I), 4. (C), 5. (I)

Explanations to Exercise 1

- Better: The telephone rang while I was eating my dinner.
- Better: She had asked Willy five times not to play with matches.
- Better: Having grown up in Topeka, Kansas, she found San Francisco a beautiful and exciting city.
- Better: Careening wildly around the corner, the car came to a halt in front of the police station.
- Better: Louis looked in his briefcase to see whether he still had the peanut butter and jelly sandwich his mother had made.

Faulty Parallel Structure

The three most depressing things I can think of are winter, weddings, and to work.

To most people the sentence you just read would sound wrong, although they might not be able to explain exactly what is wrong with it. Compare it with this revision:

The three most depressing things I can think of are winter, weddings, and work.

In the revised sentence the three words connected by and are nouns. In the original sentence the last item in the series, to work, is an infinitive. When the conjunctions and, but, or, nor, both, and, either, or, and neither are used to connect parts of sentences, the parts should be grammatically alike. That means that you should join nouns with nouns, infinitives with infinitives, gerunds with gerunds, prepositional phrases with prepositional phrases, clauses with clauses, and so on. When sentence parts that are not grammatically alike are connected, the resulting error is called an error in parallel structure.

Since parallel structure is much easier to understand from samples than from an explanation, study the following sentences:

Wrong: Senator Farnsworth recommended a decrease in income taxes and that the gasoline tax be increased. (noun + clause)

Right: Senator Farnsworth recommended a decrease in income taxes and an increase in the gasoline tax. (noun + noun)

There are a couple of other things to remember about parallel structure.

When the sentence parts are connected by pairs of conjunctions like both... and, either... or, neither... nor, and not only... but also, the conjunctions should be placed just before the parallel parts. For example:

Wrong: The children both enjoyed the performing chimpanzees and the daring tightrope walker.

Right: The children enjoyed both the performing chimpanzees and the daring tightrope walker.

Finally, remember to include in the parallel constructions all words necessary to make the meaning clear. For example:

Wrong: The wind was likely to be a greater factor for the Jets than the Dolphins.

Right: The wind was likely to be a greater factor for the Jets than for the Dolphins.

See if you can recognize faulty parallel structure in the following exercise.

Exercise 2

DIRECTIONS: Some of the following sentences contain errors in parallel structure; some do not. If the sentence contains such an error, write letter I in the answer column. If the sentence is satisfactory write the letter C. Answers can be found at the end of the exercise.

- Hollovy gave up smoking cigars, drinking scotch, and even to sample an occasional pizza.
- In the last year Fred has had a broken leg, a sprained wrist, and his tonsils had to be removed.
- We've been promised a raise, a longer vacation, and not to have to work overtime anymore.
- The rent for our new apartment is higher than our old apartment.
- Washing dishes, cleaning house, and mending socks is not her idea of a good time.

Answers to Exercise 2

1. (I), 2. (I), 3. (I), 4. (I), 5. (C)

Explanations to Exercise 2

- Better: Hollovy gave up smoking cigars, drinking scotch, and even sampling an occasional pizza.
- Better: In the last year Fred has had a broken leg, a sprained wrist, and a tonsillectomy.
- Better: We've been promised a raise, a longer vacation, and no more overtime.
- Better: The rent for our new apartment is higher than that for our old apartment.
- Satisfactory

LESSON #8 — MATHEMATICAL ABILITY*

SIGNED NUMBERS

In all the operations studied so far in this program, the numbers have been positive numbers. That is, they have all been greater than zero. However, it is often useful to perform calculations with numbers less than zero. These numbers are called negative numbers, and are indicated by a "minus sign" in front of them.

Negative numbers can be used in calculating just as easily as positive numbers can, but the rules are slightly different:

Rule 1. When adding a negative number and a positive number, ignore the signs and subtract. The result has the same sign as the number you subtracted from.

Examples

- (1) Problem: Add 14 and -6.

Solution: Ignore the + and - signs. Subtract as with whole numbers. $\begin{array}{r} 14 \\ -6 \\ \hline 8 \end{array}$ subtract

Since the number you subtracted from was positive the result is positive. The answer is +8.

- (2) Problem: Add -23 and 17.

Solution: The numbers have opposite signs. Ignore the + and - signs and subtract. $\begin{array}{r} 23 \\ -17 \\ \hline 6 \end{array}$ subtract

Since the number you subtracted from was a negative number, the result is negative. The answer is -6.

Rule 2. When adding two negative numbers, ignore the signs and add. Give the result a negative sign.

Examples

- (1) Problem: Add -6 and -5.

Solution: Ignore the signs and add. The answer is -11. $\begin{array}{r} 6 \\ +5 \\ \hline 11 \end{array}$ add

Subtraction of signed numbers is based on addition of signed numbers and the idea of an opposite. To find the opposite of a number, simply change the sign.

The opposite of 3 is -3.

The opposite of -2 is 2.

Rule 3. When subtracting a number, add its opposite.

Examples (1) Problem: Subtract 3 from 7.

Solution: Since you are subtracting 3, find the opposite of 3 and add. The answer is 4. $\begin{array}{r} 7 \\ -3 \\ \hline 4 \end{array}$ add

- (2) Problem: Subtract -2 from 5.

Solution: Since you are subtracting -2, find the opposite of -2 and add. The answer is 7. $\begin{array}{r} 5 \\ +2 \\ \hline 7 \end{array}$ add

- (3) Problem: Subtract 3 from -4.

Solution: Since you are subtracting 3, find the opposite of 3 and add. The answer is -7. $\begin{array}{r} 4 \\ +3 \\ \hline 7 \end{array}$ add

- (4) Problem: Subtract -3 from -7.

Solution: Since you are subtracting -3, find the opposite of -3 and add. The answer is -4. $\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$ add

Rule 4. When multiplying or dividing two numbers with opposite signs (one positive and one negative), the result is negative.

Examples (1) Problem: Multiply 12 and -3.

Solution: Ignore the signs and multiply. Since 12 is a positive number and -3 is a negative number, the product is negative. The answer is -36. $\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$ multiply

- (2) Problem: Divide 12 by -3.

Solution: Ignore the signs and divide. Make the quotient negative because the divisor and the number being divided have opposite signs. The answer is -4. $\begin{array}{r} 12 \\ \div 3 \\ \hline 4 \end{array}$

Rule 5. When multiplying and dividing two numbers with the same sign (both positive or both negative), the result is positive.

Examples (1) Problem: Multiply -2 and -5.

Solution: Ignore the signs and multiply. Make the product positive (or no sign), because both numbers have the same sign. The answer is +10. $\begin{array}{r} 2 \\ \times 5 \\ \hline 10 \end{array}$ Multiply

- (2) Problem: Divide -20 by -5.

Solution: Ignore the signs and divide. Make the quotient positive (or no sign), because the divisor and the number being divided have the same sign. The answer is +4. $\begin{array}{r} 20 \\ \div 5 \\ \hline 4 \end{array}$

Exercise Directions: Solve these problems.

- $12.6 \times (-4.3) =$
- $17.8 - 21.3 =$
- $14 \frac{3}{4} - (-8 \frac{1}{4}) =$
- $(-4.2) \div 3 =$
- $(-7) - (-14) =$
- $12.6 \div 3.5 =$
- $18 \div (-6) =$
- $25 \div (-15) =$
- $(-7) \times (-4) =$
- $(-17) \div (-3) =$

Answers to Exercise: Signed Numbers

- 53.04
- 3.5
- $22 \frac{1}{2}$
- 1.4
- 7
- 3.6
- 3
- 1.67
- 28
- 5 $\frac{1}{3}$

LESSON #9 — READING COMPREHENSION-VOCABULARY

CORRELATION OF SPELLING AND READING

You cannot truly call a new word your own until you know how to spell it. You have found that one key to remembering a word is to use it when you speak and write. But you are not likely to write a word unless you can spell it.

Mastery of spelling will improve your reading. A good speller does not confuse homonyms as he reads. A good speller seldom stumbles over difficult words as he reads. A good speller absorbs new words rapidly, for he does not hesitate to use them when he writes.

As you become a better speller, you become a better reader.

How do you become a better speller? You study the important spelling rules. You learn the exceptions by heart. You drill - drill - drill.

FIVE HELPFUL RULES

The English language and its orthography (correct spelling) have changed in form over many centuries, taking whatever they needed from other languages of the world. The result is a rich language, full of many words but also full of difficulties for the careless.

We have all met people who can spell some of the most difficult and tricky words even though they had never met the words before! However, these natural spellers are very few indeed. The rest of us are sometimes dismayed by the seeming lack of logic in the spelling words of our language. Even the spelling rules that the experts have made up have so many exceptions that it seems as if there are as many words that follow the exceptions as follow the rules.

Rules in themselves are no guarantee of success. Knowing the rules of chess does not necessarily make a world's champion chess player. It is the application of the rules to specific situations that can lead to success.

Each of these rules is a valuable aid to better spelling. Some rules can be extremely helpful. These are the rules that govern the most common words, and although they have exceptions, too, the exceptions are not troublesome.

SPELLING HINTS

Sometimes there is no rule at all, and spelling is just a matter of knowing, but you can profit by some spelling hints.

- You hear with your ear.
- The word here is contained in its opposite there.
- There is no word in English ending in full except the adjective full. All other adjectives end in ful.
Examples: thankful, grateful, spoonful.
- The word separate has a rat in it.
- Villain—imagine a villain living in a villa.
- Donkeys, monkeys—look for the keys in these animals.
- Compounds of under and over are written as one word.
Examples: overestimate, overrate.
- The possessive pronouns never take the apostrophe because they are already in the possessive case.
Examples: its, theirs, yours, hers.
- There are only three verbs that end in ed: exceed, proceed, succeed. All other verbs having a similar sound end in ed: precede, concede, supercede, recede, accede.
- Alright is all wrong! Use all right.
- Adverbs are formed from adjectives by taking the word as it is and adding ly to it.
Examples: occasional—occasionally; accident—accidentally; wonderful—wonderfully.
- Hyphens: most compound words are spelled as one word.
Examples: upstairs, lunchroom, vestibule, textbook.
- Already has a meaning different from all ready.
Examples: The boys already are in school. They were all ready when the bus came.

TEST

A. In each of the following groups only one of the words is misspelled. Write the correct spelling on space below.

- typhoid, tariff, visible, accent, contrary
- disry, leggings, steak (meat), campaign, interior
- profit (gain), tyranny, shocked, response, innocent
- freshman, vague, larsely, ignorant, worrying
- disatisfied, jealous, unfortunately, economical, lettuce
- based, primarily, condemned, accompanied, dupped
- unanimous, dessert (food), undoubtedly, holers, nuisance
- woman's, bulletin, 'tis, Pullman, envelop (verb)
- initiate, guardian, pageant, vretched, adieu
- desease, parole, gallery, awkward, you'd
- border, warrant, operated, economies, illegal
- fatal, agitation, obliged, studying, resignation
- amendment, promptness, glimpse, tract
- visibly, eprieot, destruction, pappal, leisure
- lesding, rabbid (raging), unauthorized, parasite, khaki

A. Answers

- tariff
- campaign
- tyranny
- larceny
- dissatisfied
- duped
- desert
- envelop
- pageant
- disease
- illegal
- agitation
- amendment
- papal
- rabid

B. Complete the indicated words with as many letters as needed. (Not all blanks need to be filled.)

- Mary and Joan had sep__rate bedrooms, but many of th__r classes were the same.
- The th__est roads surrounded them. The weather conditions and the enemy troops prevented the ent__rance of food or aid. The e__ge had begun.
- The little boy was laughing al__ready at the fun__y clown.
- If the proce__d__e from the q__is show ex__c__d fifty dollars, a contribution w__ll be presented to the n__ghbor's Aid Soc__ty.
- It often occur__ed to me that monk__s might get real__y tired of living in cages.
- Mother said she was stop__ing at the store before com__ing home.
- When I he__rd the mournful__ sound from the house next door, I became panic__y.
- How many have benefit__ed from the system of keep__ing a record of mis__pel__ed words?
- People who befi__ve in ghosts may become frighten__ed eas__ily.
- How does one w__th the courag__e or greatness of a man.

B. Answers

- a. ei
- i. _e_ ei
- _, n
- a. _e_ u. _e_ ed. ei. _a_
- r. ey. _i_
- p. _e_
- a. _e_ _ck
- i. _e_ _l_
- i. _e_ _l_
- ei. _e_

C. Combine root and suffix to get correctly spelled word. (Example: hit with 'ing' becomes hitting.) Name the rule applied in each case.

ROOT	SUFFIX
1. hit	ing
2. lovely	ness
3. slip	ing
4. slip	ery
5. skip	ing
6. peace	able
7. desire	able
8. receive	ing
9. card	ing
10. begin	ing

C. Answers

- hitting
- loveliness
- slipping
- slippery
- skipping
- peaceable
- desirable
- receiving
- caring
- beginning

D. Insert the missing letter where necessary:

- panic__ing students
- former Republic__an
- frolic__ed gaily
- electric__al energy
- lyric__al outburst
- mimic__ed his elders
- critic__al analysis
- shellec__ing the floor
- tired picnic__ers
- panic__y participants

D. Answers

- k
-
- k
-
-
- k
-
- k
-
- k

G.E.D. TIPS FOR IMPROVING YOUR SPELLING #9

- Keep a spelling list to which you add each word you have misspelled.
- When in doubt, consult your dictionary.
- Don't use more than one spelling for the same word.
- Write often the words that you find difficult. The more frequently you write a word correctly, the sooner your errors will disappear.
- Don't avoid a word that causes you difficulty. If you stumble over a word, look it up and the next time you'll know it as you read or write it.

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LESSON # 9 — ENGLISH GRAMMAR

STYLE AND DICTION

Style and diction refer to the accurate and effective use of language. Most errors in this area do not really violate a rule of grammar or usage. However, they do leave the reader with the sense that somehow the sentence could have been phrased more effectively. The study materials that follow are designed to give you some general guidelines which may be useful in dealing with items of this type.

Unclear References

Many errors in style can be avoided by making sure that the antecedent of a given pronoun is clearly defined. You will recall that a pronoun is a word that replaces a noun or another pronoun. The word it replaces is called the antecedent. In the sentence, "Pete took us to the rock show which we really enjoyed," the antecedent of which is unclear. Does the sentence mean that we enjoyed the show? Or does it mean we enjoyed the fact that Pete took us? Note how these revisions clear up this problem:

We enjoyed Pete's taking us to the rock show.

We enjoyed the rock show that Pete took us to see.

Keyword Constructions

Consider the following sentence: "What I wanted was to see him as soon as possible." Notice how the sentence is made clumsy by the inclusion of extra words. This and other keyword constructions may be remedied by making them more concise through the elimination of needless words and phrases: "I wanted to see him as soon as possible."

Interruption and Separation

This category embraces those errors that result from placing modifying words or phrases in ineffective places, usually in the middle of a sentence instead of at the beginning or end.

Weak: John watched the program which he enjoyed immensely, last night.

Better: John watched a program last night which he enjoyed immensely.

Still

Better: Last night, John watched a program which he enjoyed immensely.

Subordination

Related thoughts which really are complete sentences can be expressed in one of three ways:

1. As separate sentences:

John wanted to go. He had to stay home.

2. As one sentence with a connecting word that emphasizes the relationship.

John wanted to go, but he had to stay home. Or:

John wanted to go, so he went.

3. As one sentence where one of the ideas becomes dependent upon the other.

Although he wanted to go, John stayed home.

Test items of this type involve deciding how the thoughts may be most effectively stated and, in the case of combinations, which connecting word or words will be best.

Sequence Shifts

A sentence should be grammatically consistent. If it begins in the first person (I, we), it should not shift to the second or third (you, he, she, it, they).

Weak: I was freezing last night; you could see your breath in the moonlight.

Better: It was so cold last night that I could see my breath in the moonlight.

And the time sequence should be consistent, too. Avoid making unnecessary changes in tense.

Weak: First he came into the room. Then he says, "What's going on?"

(past)

(present)

Better: As soon as he came into the room, he said, "What's going on?"

(past)

(past)

Other Common Errors

These kinds of errors usually result from misuse of words or phrases and do not violate any specific grammatical rules.

1. In general, avoid the use of due to when because of can be used:

Because of (not due to) the heavy rains, all the trains were late.

2. Never say in when or was when; substitute occurs when or reword the sentence to clarify what happened.

Weak: The climactic moment in Hamlet is when Hamlet confronts Claudius.

Better: The climactic moment in Hamlet occurs when Hamlet confronts Claudius.

Still Better: The climactic moment in Hamlet is the confrontation between Hamlet and Claudius.

3. Note: Things are picked off the ground, not off of the ground.

4. Never say is because.

Weak: The reason for his silence is because he is shy.

Better: The reason for his silence is that he is shy.

Still Better: His silence results from his shyness.

5. Use different from instead of different than.

Wrong: My scarf is different than yours.

Right: My scarf is different from yours.

6. Avoid double negatives.

Wrong: I don't have none of those hats.

Right: I don't have any of those hats.

Wrong: I haven't seen nobody.

Right: I haven't seen anybody.

Directions: Each sentence below is followed by four possible revisions. In the answer column, write the number that corresponds to the number of the most acceptable revision. If none of the revisions is acceptable or if the sentence is correct as it is, write the number five.

Answer Column 1. Usually the water is quite calm and today it seems rather choppy.

(1) Usually the water is quite calm, and today it seems rather choppy.

(2) Usually the water is quite calm, so today it seems rather choppy.

(3) Usually the water is quite calm, today it seems rather choppy.

(4) Usually the water is quite calm, but today it seems rather choppy.

2. Mark decided to do the job himself and it was difficult.

(1) Mark decided to do the job himself and it was difficult.

(2) The difficult job was decided to be done by Mark.

(3) Mark decided to do the difficult job himself.

(4) Mark himself decided to do the job. It was difficult.

3. We have decided, after considering the alternatives, to accept the offer.

(1) We have decided to consider the alternatives after accepting the offer.

(2) After accepting the offer, we have decided to consider the alternatives.

(3) After considering the alternatives, we have decided to accept the offer.

(4) We have considered the alternatives. We accept the offer.

Answers:

- (4) But shows the relationship best; note the comma.
- (3) Most economical language; does not change the meaning.
- (3) Brings the thoughts together; does not change the meaning.

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LESSON # 9 — MATHEMATICAL ABILITY

POWERS AND ROOTS

The basic operations in arithmetic are adding, subtracting, multiplying, and dividing. Two more important operations used in mathematics are described below.

POWERS

5^2 is read as "five to the second power". The 5 is called the base. The 2 is called the power or exponent.

UNDERSTANDING POWERS

The power tells you how many times to write the base in a multiplication problem.

Example 1. What is 5^2 ?

We must write 5 two times and multiply.

$$5^2 = 5 \times 5 = 25$$

Example 2. Evaluate 4^3 .

We must write 4 three times and multiply.

$$4^3 = 4 \times 4 \times 4 = 64$$

Example 3. Find the value of 2^5 .

We must write 2 five times and multiply.

$$2^5 = 2 \times 2 \times 2 \times 2 \times 2 = 32$$

There are some special cases.

One to any power is one.

Example 4. What is 1^6 ?

We must write 1 six times and multiply.

$$1^6 = 1 \times 1 \times 1 \times 1 \times 1 \times 1 = 1$$

No matter how many times we multiply 1 by 1 we continue to get 1 as an answer.

Any number to the first power is that number.

Example 5. What is 7^1 ?

$$7^1 = 7$$

Any number to the zero power is one.

Example 6. Find 8^0 .

$$8^0 = 1$$

This is the most difficult power to remember. The zero power actually means the number divided by itself.

$$8^0 = \frac{8}{8} = 1$$

Example 7. Simplify $3^2 + 2^4$

Step 1. Find each power.

$$3^2 = 3 \times 3 = 9$$

$$2^4 = 2 \times 2 \times 2 \times 2 = 16$$

Step 2. Combine the results by adding.

$$3^2 + 2^4 = 9 + 16 = 25$$

Example 8. Simplify $5^2 - 2^3 + 10^1$.

Step 1. Find each power.

$$5^2 = 5 \times 5 = 25$$

$$2^3 = 2 \times 2 \times 2 = 8$$

$$10^1 = 10$$

Step 2. Combine the results by subtracting and adding.

$$5^2 - 2^3 + 10^1 =$$

$$25 - 8 + 10 =$$

$$17 + 10 = 27$$

Example 9. Evaluate $8^1 - 6^0 + 3^2$.

$$8^1 - 6^0 + 3^2 =$$

$$8 - 1 + 9 =$$

$$7 + 9 = 16$$

Notice that the value of each power is found before you add or subtract.

Note: Finding the second power of a number is sometimes called finding its square. Finding the third power of a number is sometimes called finding its cube.

POWERS AND ROOTS EXERCISE

Evaluate the following.

$$1. 6^2$$

$$2. 1^3$$

$$3. 5^3$$

$$4. 13^2$$

$$5. 3^2 + 3^2$$

$$6. 4^3 - 3^6$$

$$7. 12^0$$

$$8. 9^2$$

$$9. 11^2 + 4^2$$

ANSWERS TO - POWERS AND ROOTS EXERCISE

$$1. 36$$

$$2. 1$$

$$3. 125$$

$$4. 169$$

$$5. 34$$

$$6. 0$$

$$7. 1$$

$$8. 81$$

$$9. 105$$

LESSON #10 — READING COMPREHENSION-VOCABULARY

SOURCES OF WORDS

FOREIGN WORDS AND PHRASES

As you know, many words from other languages have been incorporated into our language. In addition, many foreign words and phrases, although they have not become part of our everyday language, are used frequently in newspapers, magazines, novels, biographies, and other kinds of writing. Below are a number of foreign words and phrases you are most likely to encounter in your reading. How many of these do you know?

- | | |
|--------------------|---------------------|
| 1. auf Wiedersehen | 11. con mucho gusto |
| 2. mañana | 12. wie geht's? |
| 3. merci beaucoup | 13. hasta la vista |
| 4. au revoir | 14. e'll vous plait |
| 5. a la mode | 15. tout de suite |
| 6. buenas noches | 16. muchas gracias |
| 7. buons giorni | 17. tovarish |
| 8. apropos | 18. adios |
| 9. vamon! | 19. also |
| 10. bon appetit | 20. c'ta a c'ta |

Answers to Foreign Words and Phrases

- German: goodbye; 2. Spanish: morning, tomorrow; 3. French: thank you very much; 4. French: goodbye, see you again; 5. French: in the fashion, fashionable, stylish; 6. Spanish: good night; 7. Italian: good morning; 8. French: concerning, in regard to; 9. Spanish: go on! come now!; 10. French: eat heartily, good appetite; 11. Spanish: with great pleasure; 12. German: how are you?; 13. Spanish: so long, goodbye; 14. French: if you please, please; 15. French: immediately, at once; 16. Spanish: thank you very much; 17. Russian: comrade, friend; 18. Spanish: goodbye; 19. Italian: hello! goodbye!; 20. French: private conversation, face to face.

FOREIGN WORDS

Where might the above words be found? Words may be misleading as a means of identifying a locale. Following is a list of English words with foreign counterparts which are similar in spelling and/or meaning. Observe the similarities.

SPANISH	ENGLISH	ITALIAN	LATIN	FRENCH
construir	construct	costruire	constructus	construire
difficil	difficult	difficile	difficilis	difficile
abril	April	aprile	aperio	avril
mayo	May	maggio	maia	mai
leccion	lesson	lezione	lection	leçon
primero	first	primo	primus	premier

Although most doctors today write their prescriptions in English (all you have to do to understand a doctor's prescription is to figure out his handwriting), Latin words and phrases are still used in many fields—medicine, law, religion, philosophy, government, and in expository writing. The Latin phrases and idioms below are all in current use. Do you know what they mean?

- | | |
|------------------|-----------------------|
| 1. A.D. | 7. status quo |
| 2. habens corpus | 8. per diem |
| 3. pater noster | 9. alibi |
| 4. i.e. | 10. quid pro quo |
| 5. ad hoc | 11. persona non grata |
| 6. non sequitur | 12. postmortem |

Answers to Latin Words or Phrases

- A.D. — and Dominus, in the year of our Lord; used in dating historical periods.
- habens corpus — that you have the body. A writ to bring before a judge someone who is in prison.
- pater noster — the Lord's Prayer
- i.e. — id est; that is.
- ad hoc — for this particular purpose. Usually used to indicate the formation of a committee to study one particular thing.
- non sequitur — a conclusion to an argument that does not follow from the original statement.
- status quo — no change; the situation remains as it was.
- per diem — by the day.
- alibi — the place that a person was somewhere else at the time an act was committed.
- quid pro quo — something that is given or received for something else.
- persona non grata — someone who is not acceptable; as, for example, a citizen of another country, who is then required to leave the country in which he is not acceptable.
- postmortem — taking place after death. As, for example, the examination of a body after death.

CLICHES

A cliché is an overused expression. That is, when a new phrase or expression is used for the first time, it sounds like a bright and useful addition to the language. It is so useful, in fact, that pretty soon everybody uses the phrase. Then this bright new phrase becomes hackneyed or trite — a cliché. Hackneyed language and trite phrases are used frequently in newspaper stories. How many do you know. The clichés are underlined.

- The offensive was nipped in the bud.
- The Senator was conspicuous by his absence.
- The thief was caught like a rat in a trap.
- Their new baby is as cute as a bug's ear.
- After he was caught cheating, Harry promised to turn over a new leaf.
- Just when we thought everything was lost, the cavalry arrived at the eleventh hour.
- The congressman headed for home to mend their political fences.
- And last but not least, I want to introduce our distinguished guest speaker.

Possible Answers to Cliches (phrases)

- the offensive was stopped immediately
- the senator was absent and everyone noticed that he wasn't there
- the thief was caught in the act
- their new baby is very cute
- After he was caught cheating, Harry promised to not do it anymore
- Just when he thought everything was lost, the cavalry arrived at the last minute
- The congressman headed home to write the political party
- And last but not the least important, I want to introduce our distinguished guest speaker.

INITIALISMS

Initialisms are a form of acronym in which the beginning or especially significant letters of words are joined for more streamlined identification and usage.

How many of the following initialisms can you identify? List other frequently used initialisms.

- | | | | |
|--------|---------|----------|---------|
| 1. FBI | 6. CIA | 11. UFO | 16. TKO |
| 2. OED | 7. KID | 12. USSR | 17. TB |
| 3. VA | 8. OCS | 13. MD | 18. MC |
| 4. UN | 9. DMZ | 14. IOU | 19. TV |
| 5. KP | 10. USA | 15. RSVP | 20. COD |

Answers to Initialisms

- Federal Bureau of Investigation; 2. Office of Economic Opportunity; 3. Veterans Administration; 4. United Nations; 5. Military Police; 6. Central Intelligence Agency; 7. Department of Health, Education, and Welfare; 8. Officer Candidate School; 9. Demilitarized Zone; 10. United States of America; 11. Unidentified Flying Object; 12. Union of Soviet Socialist Republics; 13. Doctor of Medicine; 14. I Owe You; 15. (Response: e'll vous plait); reply if you please; 16. Technical Knockout; 17. Tuberculosis; 18. Master of Ceremonies; 19. Television; 20. Cash on Delivery.

IDIOMS

Idioms are expressions or short phrases peculiar to a language. Often, they are grammatically and logically absurd. Do you know what they mean?

- | | |
|---|---|
| 1. Strike a bargain quickly. | 1. Possible Answers to Idioms |
| 2. Don't drop out of school. | 2. Make a bargain or deal. |
| 3. He is a pain in the neck. | 3. Don't quit school. |
| 4. I think I'll sit this one out. | 4. A person who irritates others. |
| 5. Out of frying pan, into the fire. | 5. Not going to participate. |
| 6. He threw out the baby with the bath water. | 6. To go from a bad situation to a worse one. |
| 7. He scared the pants off me | 7. Throwing out something of value, along with something worthless. |
| | 8. Very frightened. |

The word acronym, derived from the Greek words akros (tip) and oyme (name), was coined in 1943 to describe the ancient practice of forming words by the combination of beginning letters, syllables, or sounds of component words.

Acronyms are well suited to the rapid pace of the twentieth century and the need to conserve time and space.

How many of the following military and scientific acronyms do you know?

- | | |
|----------|------------|
| 1. AMOL | 6. JAG |
| 2. RADAR | 7. LASER |
| 3. MAC | 8. LEM |
| 4. JEEP | 9. EVA |
| 5. WAVE | 10. COMBAT |

Answers to Acronyms

- Absent Without Official Leave; 2. Radio Detection and Ranging; 3. Women's Army Corps; 4. General Purpose military utility vehicle; 5. Women Accepted for Voluntary Emergency Service; 6. Judge Advocate General; 7. Light Amplification by Stimulated Emission of Radiation; 8. Lunar Entry Module; 9. Extravehicular Activity; 10. Communications Satellite Corporation.

COLLOQUIALISMS

Colloquial speech contains a number of expressions whose meanings are determined through popular usage rather than literal interpretation.

Do you know what they mean?

- | | |
|-----------------------------|--|
| 1. out on a limb | 1. Possible Answers to Colloquialisms |
| 2. hit the nail on the head | 2. in a dangerous or exposed position |
| 3. know the ropes | 3. to state or guess something correctly |
| 4. in seventh heaven | 4. know what to do next |
| 5. spill the beans | 5. a state of happiness |
| 6. a month of Sundays | 6. to tell a secret |
| 7. hold your tongue | 7. a long period of time |
| 8. called on the carpet | 8. not say anything |
| 9. to toe the mark | 9. getting scolded |
| 10. in apple pie order | 10. to do as told, obey rules |
| | 11. in neat order |

After you have studied the above you are ready for your test of foreign words, (phrases), Latin words, clichés, initialisms, idioms, acronyms and colloquialisms. Try not to look back at list. Some test items are new examples, others are from above examples.

TEST

- | | |
|----------------------------------|--|
| 1. a la mode | 1. Possible Answers, Meanings and References to Test |
| 2. send their political fences | 2. stylish — French phrase |
| 3. to be sacked | 3. reunite the political party — cliché |
| 4. passed through pearly gates | 4. to be fired — colloquialism |
| 5. to take the bull by the horns | 5. person has died and gone to heaven — cliché |
| 6. cute as a bug's ear | 6. to face a situation or problem directly — colloquialism |
| 7. status quo | 7. very pretty person or thing — cliché |
| 8. once in a blue moon | 8. no change — Latin |
| 9. UFO | 9. not very often, very rare occasion — colloquialism |
| 10. mañana | 10. unidentified flying object — initialism |
| 11. bats in his belfry | 11. morning, tomorrow — Spanish word |
| 12. premier | 12. mentally unstable — idiom |
| 13. come to the end of your rope | 13. first — French |
| 14. A.D. | 14. do not know what to do next — colloquialism |
| 15. AMOL | 15. in the year of our Lord — Latin |
| 16. side | 16. absent without official leave — Acronym |
| 17. RSVP | 17. hello — Italian — Foreign Word |
| 18. ad hoc | 18. reply if you please — initialism |
| 19. a vet blanket | 19. for this particular purpose — Latin |
| 20. vamon! | 20. one who spoils your fun — colloquialism |
| | 21. go on, come on — Spanish phrase |

G.E.D. SERIES READING TIPS — READING THE NEWSPAPER # 10

There are four rates (speed) adaptable to reading the newspaper because of its wide variety of content. Reading flexibility is accomplished by learning to vary your rate (speed) of reading according to your purpose. The four rates are skimming, rapid, normal, and careful reading.

- Skimming** is the fastest and serves the purposes such as finding a reference, locating material (information), or rereading the passage. At times in skimming you may skip sentences.
 - Rapid** reading is a desirable rate for pleasure reading. You read rapidly but do not skip any passages.
 - Normal** rate is used for finding answers to problems or questions. At this speed the literary style of authors can be appreciated.
 - Careful** (study-type) reading is the slowest. This speed is used to find main ideas, details, ideas in sequences, evaluate, summarize and outline.
- All rates may be used in reading especially the newspaper. Decide on your purpose for reading the passage, then select the appropriate rate.

Source: from Open-Source Publishers Adult Reading Series

LESSON # 10 — ENGLISH-GRAMMAR

CONFUSING WORD PAIRS

There are many words in the English language that sound or look alike. Although they may appear to be spelled the same, the meanings of these words are very different and can cause misunderstanding.

Here is a list of words that tend to cause much confusion for most of us. This list, if studied thoroughly, will help you when you are tested on word choices on the GED test.

accept	(verb) <u>to take willingly</u> I <u>accept</u> your donation with pleasure.
except	(verb) <u>to leave out</u> ; (preposition) <u>not including</u> Present company, of course, is <u>excepted</u> . The store is open every day <u>except</u> Sundays.
advice	(noun) <u>an opinion about how to handle a problem or situation</u> His <u>advice</u> is good.
advise	(verb) <u>to give advice or counsel</u> He will <u>advise</u> you about preparing for the test.
already	<u>previously</u> She <u>already</u> knows what you are going to tell her.
all ready	<u>all are ready</u> Let me know when you are <u>all ready</u> .
all right	The correct choice is always <u>all right</u> . There is no such word as <u>alright</u> .
capital	1. (noun) <u>the seat of government of a state or country</u> . Sacramento is the <u>capital</u> of California. 2. (noun) <u>a form of wealth owned by an individual or company</u> . He had invested all of his <u>capital</u> in stocks. 3. (adjective) <u>punishable by death</u> . Murder is a <u>capital</u> offense.
capitol	(noun) <u>the building in which a legislature holds its sessions</u> . The <u>capitol</u> is built of pink marble.
counsel	(noun) <u>advice or guidance</u> ; (verb) <u>to give advice</u> The lawyer gave wise <u>counsel</u> to his client. Mrs. Brown <u>counseled</u> her daughter to become a doctor.
council	(noun) <u>a group assembled for consultation or decision-making</u> . The City <u>Council</u> meets every Wednesday morning.
dessert	(noun) <u>usually the last course of a meal, consisting of a sweet food</u> They served ice cream for <u>dessert</u> .
desert	(verb) <u>to abandon</u> ; (noun) <u>a dry geographic region</u> Tom's father <u>deserted</u> his family when Tom was a child. Death Valley is a <u>desert</u> .
die	(verb) <u>to stop living</u> Absalom is <u>dying</u> at the end of the story.
dye	(noun) <u>material used for coloring or staining</u> ; (verb) <u>to color with a dye</u> Beet juice makes a good <u>dye</u> . She was <u>dyeing</u> her white dress pink.
affect	(verb) <u>to accomplish, to bring about</u> ; (noun) <u>the result of an action</u> This drug <u>affects</u> a change in one's body. It is difficult to assess the <u>effects</u> of the Watergate affair.
affect	(verb) <u>to influence; to impress</u> Fear, like anger, <u>affects</u> the body's systems.
its	<u>the possessive form of it</u> The dog wagged <u>its</u> tail.
it's	<u>a contraction of it is</u> <u>It's</u> five o'clock.
lose	(verb) <u>to suffer the loss of</u> Did you <u>lose</u> your gloves?
loose	(adjective) <u>free, not fastened</u> The <u>loose</u> sand gave way under their feet.
principal	1. (noun) <u>chief officer of an educational institution</u> The <u>principal</u> of Luella School is in his office. 2. (noun) <u>a sum of money distinguished from interest or profit</u> . I have to repay the <u>principal</u> on my bank loan tomorrow. 3. (adjective) <u>the main one of several things</u> The <u>principal</u> cause of inflation is too much money in circulation.
principle	(noun) <u>a general or fundamental law; a rule of conduct</u> That problem in mathematics involves a new <u>principle</u> . <u>Principles</u> play a role in moral decisions.
quiet	(adjective) <u>silent</u> A library should be a <u>quiet</u> place.
quite	(adverb) <u>to a great degree, very</u> It is <u>quite</u> cold during the winter months in northern Canada.
there	1. (adverb) <u>in or at that place</u> A ship was <u>there</u> in the harbor. 2. <u>an introductory word in a sentence in which the verb precedes its subject</u> <u>There</u> were three bank robbers.
their	<u>possessive form of the pronoun they</u> <u>Their</u> seats are in the closet.
they're	<u>a contraction of they are</u> <u>They're</u> going to the movies this afternoon.
to	1. (preposition) <u>toward; for the purpose of; along with; as compared with</u> They went <u>to</u> the farm. We whirled <u>to</u> the music. 2. <u>part of the infinitive form of a verb</u> Jim began <u>to</u> run every day.
too	(adverb) <u>more than enough; also</u> You can never have <u>too</u> much money. You may come, <u>too</u> .
two	(noun or adjective) <u>the whole number between one and three</u> . Count from <u>one</u> to <u>ten</u> . John has <u>two</u> pieces of candy.

LESSON # 10 — MATHEMATICAL ABILITY

SUBSTITUTION

Much of algebra involves the manipulation of letters as though they were numbers. In one type of algebra problem you will be given a numerical value to "substitute" for a particular letter.

If $a = 5$, $b = 3$, and $c = 4$, the expression $a + bc$ might be evaluated two different ways. You might first add and then multiply. However, you will only arrive at the correct answer if you multiply first ($3 \cdot 4 = 12$) and then add ($5 + 12 = 17$).
Mathematicians have agreed upon a correct order in which to perform operations. Following is the list.

ORDER OF OPERATIONS FOR SUBSTITUTION

1. Parentheses.
2. Powers and roots
3. Multiplication and division
4. Addition and subtraction

For our problem, $a + bc$, we see that multiplication (step 3) must be done before addition (step 4).

EXAMPLE 1. Let $x = 3$ and $y = 4$. Find the value of xy^2 .

In this problem multiplication is implied because there is no sign between the x and the y , and y is being raised to the second power. According to the order of operations, powers (step 2) must be performed before multiplication (step 3).

Step 1. Substitute	Step 2. Find the power.	Step 3. Multiply
$xy^2 = 3 \cdot 4^2$	$= 3 \cdot 16$	$= 48$

EXAMPLE 2. Let $x = 3$ and $y = 4$. Find the value of $(xy)^2$.

In this problem, the multiplication is placed inside parentheses, which is the first step in the order of operations.

Step 1. Substitute	Step 2. Perform the operation inside the parentheses.	Step 3. Find the power
$(xy)^2 = (3 \cdot 4)^2$	$= (12)^2$	$= 144$

Example 3. If $c = 5$, find the value of $3c^2 - c$.

Step 1. Substitute	Step 2. Find the power	Step 3. Multiply	Step 4. Subtract
$3c^2 - c = 3 \cdot 5^2 - 5$	$= 3 \cdot 25 - 5$	$= 75 - 5$	$= 70$

EXAMPLE 4. Let $v = 8$, $x = 7$, and $y = 6$. Find $v - x + 2y$.

Step 1. Substitute.
$v - x + 2y = 8 - 7 + 2 \cdot 6$
Step 2. Multiply
$= 8 - 7 + 12$

Now that we have only subtraction and addition left, we may use the addition of signed number rules or simply work left to right. Since addition and subtraction are on the same step (step 4) of the order of operations, either one may be done first.

Step 3.
Positive total: $8 + 12 = 20$
Negative total: -7
Comparison: $20 - 7 = 13$
Or, $8 - 7 + 12 =$ $1 + 12 = 13$

SUBSTITUTION EXERCISES

1. If $v = 3$ and $w = 3$, find $v^2 - w^2$.
2. If $a = 4$, what is $2a^2 - c$?
3. What is the value of $3t - 10$ when $t = 12$?
4. When $a = 10$ and $b = 9$, what is $3a - 2b$?
5. If $x = 4$ and $y = 3$, what is $xy - x$?
6. If $a = -4$, find the value of $a^2 - 3$.

ANSWERS AND SOLUTIONS - SUBSTITUTION EXERCISES

1. 16
2. 20
3. 26
4. 12
5. -4
6. 13

BEST COPY AVAILABLE

LESSON # 11— READING COMPREHENSION VOCABULARY HOMONYMS and NEAR HOMONYMS

THEY SOUND ALIKE BUT.....

they don't mean the same thing. Below are several pairs of words that sound alike but have very different meanings. When you come across these words in your reading, be certain that you can distinguish between each pair, or you may misunderstand or misinterpret what you are reading.

Too often a reader fails to grasp the significance of the author's words because he confuses one word with another.

This confusion is especially common with homonyms—words that sound alike but differ in spelling and meaning.

COMMON HOMONYMS

accept, except:	accept means "to approve," "to receive," or "to consent"; except means "to leave out" or "to exclude from something."
affect, effect:	affect means "to influence" or "to make an impression on"; effect means "to bring about," "to produce," or "to result."
all ready, already:	all ready means "completely prepared"; already means "previously" or "so soon."
beside, besides:	beside means "by the side of"; besides means "in addition to" or "moreover."
continual, continuous:	continual means "repeated often"; continuous means "with no interruption."
disinterested, uninterested:	disinterested means "impartial," "objective," or "without bias"; uninterested means "not interested."
formally, formerly:	formally means "following established form or custom"; formerly means "in time past" or "just before."
emigrate, immigrate:	emigrate means "to leave one's native country to settle permanently in another country"; immigrate means "to enter a country to settle permanently."
liable, libel:	liable means "to be responsible" or "likely to"; libel means "to say or write something to harm or to ruin a person's reputation."
principal, principle:	principal can mean "a chief or head of a group or organization," "a sum of money," or "a matter or thing of great importance"; principle means "a rule, law, or code of belief or behavior."

IMPROVING YOUR VOCABULARY

Homonyms and Definitions

aisle - passageway
isle - an island

brake - retard
break - cover; shatter

capital - chief town; top of a column; excellent
capitol - a building

colonel - an officer
kernel - a grain

council - an advisory or governing group
counsel - advice; to advise

dear - expensive; beloved
deer - animal

due - amount
do - oved

flour - ground meal
floyer - blossom

forth - out
fourth - next after third

hear - listen
here - in this place

hoarse - having a rough voice
horses - animal

hole - cavity
whole - entire

hour - belonging to us
hour - unit of time

peace - calm

piece - fragment; patch

read - did read
red - color

right - proper
rite - ceremony

root - origin
route - course

sail - navigate
sail - sailing
some - quantity
sum - whole amount

tied - did tie
tide - rise and fall of the ocean
vaid - middle part
vast - to equander

year - have on
year - at what place

weak - feeble
week - seven days

weather - atmospheric conditions

whether - in case; if
wood - timber
would - auxiliary verb, past tense of "will"

Examples

Two aisles on the aisle, please.
We roved to the isle in the river.

You must brake the car slowly on ice.
Who is to break the silence?

It was a capital plan. Did you visit the state capital?
We visited the National Capitol in Washington.

Meet Colonel Edwards.
The kernels of grain were everywhere.

The student council meets tomorrow.
He gave me good counsel.

The dear child listened to me.
I shall never be able to shoot a deer.

Do your duty, officer.
The library books were due yesterday.

Wheat is turned into flour.
Where is the beauty of yesterday's flower?

Go forth into the world.
Which is the fourth house down the street?

Did you hear the call for help?
Here is where I find courage and peace.

His hoarse tones frightened us.
My kingdom for a horse!

Have you tried this fishing hole?
What did the whole cost be?

Please let us enjoy our leisure time.
It is the hour of retribution.

How long shall man have to seek peace on earth?
Make mine a piece of apple pie.

Have you read this report?
Does he really own a red handkerchief?

Who is he who is always right?
The minister conducted the solemn rite.

What is the root of this crime?
We followed the prescribed route.

Sail into the sea tomorrow.
The sale of the cookies ended today.

You may have some of my bracelets.
Total the sum and divide it in half.

Was the knot securely tied?
At high tide the ocean liner sailed.

He tied his gun belt around his waist.
Do not waste precious hours in idleness.

I plan to wear those shoes tonight.
How weak I find happiness!

My vacation tired me one week.
The weather was excellent all during our trip.

I don't know whether I shall go.
We must chop wood for the fire.

Would you allow them to change your mind for you?

DRILL OF HOMONYMS

Choose the correct word from the pair of words in parentheses. Refer to chart if necessary.

- During the past year automobiles killed many (deer, dear) as they ran back and forth (forth, fourth) across some of (que, hour) well-traveled (road, roadless).
- (There, their) letter will not be sent by the two o'clock mail unless you buy them a three (sign, sign) stamp. Extra postage is (do, due) because its (weight, wait) exceeds one ounce.
- In order that a fair and lasting (piece, press) may be won we must meet our obligations by using our (hole, whole) energies to help our government (wait, wait) and by utilizing all surplus (capitol, capital) to help our government.

HOMOPHONES

Homophones are words that sound alike but whose spelling and meaning are different. MUST be spelled correctly if what you write is to be understood. There is never an excuse for using two instead of to, or for writing their when you mean there. If any phase of your school work or job depends upon written communication, the correct spelling of these homophones is vital.

THE TROUBLESOME TWELVE

- It's: it is
- Its: possessive pronoun
- You're: you are
- Your: possessive pronoun
- Then: time
- Than: comparison
- They're: they are
- Their: possessive pronoun
- There: direction expletive (at the beginning of a sentence)
- Two: number
- To: direction part of infinitive
- Too: also

It's time for your lesson.

The dog taught its tail.

You're exert!

It is your turn next.

We then did the work.

You arrived later than you had planned.

They're going to help us.

They want their share of the patch.

Put it there!

Two of the programs were excellent.

I went to the store.

To go, to do, to see, to eat, to want

She too wanted the portrait.

too hot, too much, too fast, too sudden, too

willing, too quiet.

STUDY THE TROUBLESOME TWELVE

Homophones Drill:

Which form is appropriate in each of the following? Refer to the chart

- I (to, too) will need more time to finish.
- He told me that (their, they're) wearing the objective.
- The work was much (to, too) difficult for the inexperienced secretary.
- Will you let Anna know if (you're, your) going to be able to do the assignment?
- The pace was much faster (than, then) we had anticipated.
- Will you please give them (there, there) notebooks?
- The hat lost (its, it's) shape during the rush-hour confusion around Times Square.
- Put the packages on the desk over (their, there).
- Just (then, than) he turned to me and asked me for the next dance.
- You will have to pay more than (two, too) dollars for a radio set.
- (Your, You're) just the person I have been looking for.
- We (to, too) should like to be invited to attend.
- They must learn to do (there, their) own research work.
- They spoke (too, to) rapidly for me to be able to understand the full meaning of what they were saying.

Homophones Drill Answers and Explanations

- too: also excessive
- they're: they are contraction
- too: also excessive
- you're: you are contraction
- than: comparison
- their: possessive pronoun
- its: possessive pronoun
- there: direction
- then: time
- two: number
- you're: you are contraction
- too: also excessive
- their: possessive pronoun
- too: also excessive

TEST OF HOMONYMS & HOMOPHONES

Which form is appropriate in each of the following? Do not refer to the above charts and explanations.

- (It's, its) strictly a matter of opinion.
- Paul took Arthur (to, too, two) the zoo.
- The bridegroom was escorted firmly down the (aisle, isle).
- He wanted us to buy it right (then, then) and there.
- Lucille and Margie went (to, too, two) the store.
- Rarely can a driver ever apply his (breaks, brakes) too early.
- When did you last (write, right) home?
- Put it (their, there, they're)!
- I think that (it's, its) time for us to leave for home.
- You must be careful when you shoot (dear, deer).
- When you shouted, was Joel able to (hear, here) you from a distance of two hundred yards?
- Did you tell the (whole, hole) story to them?
- (Would, Wood) you like to have me join you?
- Herb wants a ticket (to, too, two).
- Have you ever gone back to (your, you're) old neighborhood?
- What is the purpose of (your, you're) experiments?
- We complained to the doctor about his (hoarse, horse) voice.
- We did not know (whether, weather) to join them or not.
- The (sum, some) total of our catch was two tadpoles.
- The day was colder (than, then) any other that I had ever seen.

Answers and Explanations to Test:

- its: contraction it is
- to: direction part of infinitive
- aisle: passage way
- then: time
- to: direction part of infinitive
- brakes: retard
- write: inscribe
- there: direction expletive
- it's: contraction it is
- deer: animal
- hear: listen
- whole: entire
- would: auxiliary verb, past tense of "will"
- too: also excessive
- your: possessive pronoun
- your: possessive pronoun
- hoarse: having a rough voice
- whether: in case; if
- sum: whole amount
- than: comparison

G.E.D. READING SERIES TIPS # 11

A G.E.D. study method is a sound systematic approach to difficult material. The method involves three steps:

- Survey** - the material by reading titles, subhead, topic and summary sentences; datelines, introductory and summary paragraphs.
- Question** - student should formulate questions from the headings or main idea. Thus you are reading for a purpose. The purpose will determine the rate (see G.E.D. Tip #10).
- Read** - the material thoroughly and carefully in a manner intended to accomplish the purpose.
- Recite** - (to self) the content of the material and answer your questions (part 2 above).
- Review** - the material for a thorough understanding of the sections of materials read.

This method may also be used to study for a test.

Learn more from GED Publications. Ask Reading Room.

LESSON # 11 - ENGLISH-GRAMMAR*

CHOOSING THE RIGHT WORD

The following list explains how to deal with other word choice errors you are likely to encounter on the GED test.

- amount**
Use amount to refer to quantities that can be measured or weighed. Use number to refer to things that can be counted.
Use amount with singular words; use number with plural words.
A small amount of dough will make a large number of biscuits.
- like**
Use as (also as if and as though) to introduce a dependent clause.
He felt as if he couldn't take another step. She arrived ten minutes early, as she had planned. You act just like your brother.
- between**
Use because of, not due to.
We were late to the game because of car trouble.
Use between to refer to two items. Use among to refer to more than two.
Mr. Fisher built a fence between the two houses.
There was disagreement among the members.
- different**
Use different from, not different than.
His opinion is different from mine.
- fewer**
Use fewer to refer to things that can be counted. Use less to refer to a quantity that can be measured. Use fewer with plural words; use less with singular words.
There are fewer oranges here than there were yesterday.
There is less food to go around this year.
- he**
Do not use of for have with a verb.
You could have warned me, you know. (not could of)
Angie should have told me she was coming. (not should of)
- is because**
Do not use is because or is when.
Wrong: The reason is because I can't afford it.
Right: The reason is that I can't afford it.
Wrong: A hex is when a witch puts a curse on you.
Right: A hex is a spell or curse, usually associated with witchcraft.
- scarcely**
scarcely and hardly have a negative meaning and should not be used with other negative words. (Such a construction is called a "double negative.")
Wrong: I couldn't hardly lift it.
Right: I could hardly lift it.
Wrong: There wasn't scarcely enough soup for everybody.
Right: There was scarcely enough soup for everybody.
- take**
Use bring if the motion is toward the speaker. Use take if the motion is away from the speaker. (Remember: Bring is like come; take is like go.)
When you come, bring a six-pack.
If you go, be sure to take a warm coat.

used
Use used and supposed, not use and suppose.
I can't get used to his new haircut. (not use to)
I'm supposed to meet him at eight. (not suppose to)

Directions: In each of the following sentences there is one underlined item. In the answer column write the letter that corresponds to the letter of the incorrect item. If all the items are correct, write the letter E. Answers can be found at the end of the exercise.

1. (A) The words had no effect on me.
(B) His principal issue is inflation.
(C) Take my advice and go home.
(D) We are among friends.
2. (A) Latinos are changing their status in American society.
(B) Wars are too frequent to be taken lightly.
(C) How would you advise me to proceed?
(D) Springfield is the capitol of Illinois.
3. (A) A small child was there in the room.
(B) The principal called a teachers' meeting.
(C) A vase is quite different from a pitcher.
(D) The meeting had already started.
4. (A) Alley Cat and Horseface used to be friends.
(B) It's easy for a child to adapt when he or she is young.
(C) Children often accept their parents' prejudices.
(D) Ms. Mae's mother advised her daughter to stay away from Horseface.
5. (A) Between you and me, where do you think the economy is headed?
(B) Sandy thinks he's losing his perspective.
(C) Don't desert the party now.
(D) Change your viewpoints.
6. (A) Except for Theresa, Lily doesn't have a friend.
(B) Her personality is too sour.
(C) She even uses gray stationary.
(D) Whose your friend?
7. (A) Casey lead the way.
(B) Take my advise and don't eat those enchiladas.
(C) It's hard for me to diet.
(D) She is drain her curtains blue.
8. (A) Many teenagers have altered their style of living.
(B) That amount of eggs will make an omelet.
(C) A lawyer usually charges for his convoy.
(D) Bring the record when you come.
9. (A) Did you know that colors can affect your mood?
(B) Lead me not into temptation.
(C) Cosmetic surgery is succesful by more people today.
(D) The aldermen were already present when the mayor arrived.
10. (A) It's cold out here.
(B) Who's your favorite sports star?
(C) I can't decide between O.J. Simpson and Mercury Morris.
(D) He used to play tennis, didn't he?

- Answers: 1. (D) affect 2. (D) lead 3. (D) number 4. (B) it's 5. (B) losing 6. (A) except 7. (D) who's 8. (B) amount 9. (A) affect 10. (D) used to

LESSON # 11 - MATHEMATICAL ABILITY*

An equation is a statement that two quantities are equal. $4n + 2 = 26$ is an example. Translated from algebra into English, the equation states, "Four times some number called n plus two is equal to 26." The missing number n is sometimes called the root or the solution of the equation. The root of the equation above is $n = 6$. We can check this by substituting 6 for n :

$$\begin{aligned} 4(6) + 2 &= 26 \\ 24 + 2 &= 26 \\ 26 &= 26 \end{aligned}$$

Since both sides of the equation equal 26, we have the correct solution.

INVERSE OPERATIONS

The solutions to many simple equations can be found simply by thinking for a moment about the problem. In order to solve more complicated equations, however, it is important to have a consistent method that works for all cases. The equal sign (=) makes an equation similar to an old-fashioned balance scale with weights on one side balancing objects, such as apples, on the other side. If an apple is removed, a corresponding weight must be removed from the other side of the scale to keep it balanced. Likewise, numbers and letters can be removed from one side of an equation if exactly the same operation is performed on the other side. Any move of numbers or letters should be made in order to get a solution that looks like the answer above, $n = 6$. That is, the unknown, with a coefficient of 1 understood, will be set equal to the numerical value of the answer.

The mathematical operations that remove numbers and letters from one side of an equation are called inverse operations.

- The inverse of addition is subtraction.
- The inverse of subtraction is addition.
- The inverse of multiplication is division.
- The inverse of division is multiplication.

Rule for Solving Equations Involving One Operation

Identify the operation of the equation, and perform the inverse operation upon both sides in order to get a statement that says, "Unknown = value."

EXAMPLE 1. If $6n = 132$, what is the value of n ?

The left side of the equation has one operation, which is multiplication. We can "solve" the equation by removing the 6. It can be removed by division, which is the inverse operation of multiplication. To keep the equation balanced, we must divide both sides by 6.

$$\begin{aligned} 6n &= 132 && \text{We check, substitute 22 for } n. \\ \div 6 & && \\ n &= 22 && \begin{aligned} 6(22) &= 132 \\ 132 &= 132 \end{aligned} \end{aligned}$$

EXAMPLE 2. Solve for n in the equation $n + 43 = 74$.

To get " $n =$ the solution," we must remove the 43. Since 43 is being added to n , we must subtract 43 from both sides because subtraction is the inverse operation of addition.

$$\begin{aligned} n + 43 &= 74 && \text{To check, substitute 31 for } n. \\ - 43 & && \\ n &= 31 && \begin{aligned} 31 + 43 &= 74 \\ 74 &= 74 \end{aligned} \end{aligned}$$

EXAMPLE 3. Find the value of y in the equation $39 = y - 15$.

To find y , we would like the equation to read, "The answer = y ." Notice that the unknown y is on either side of the equation. 15 is being subtracted from the y . We can remove the 15 by addition, which is the inverse of subtraction.

$$\begin{aligned} 39 &= y - 15 && \text{To check, substitute 54 for } y. \\ + 15 & && \\ 54 &= y && \begin{aligned} 39 &= 54 - 15 \\ 39 &= 39 \end{aligned} \end{aligned}$$

EXAMPLE 4. Solve for w in $10 = \frac{w}{7}$.

To make this equation say, "The answer = w ," we must multiply both sides by 7 because now 7 is being divided into w , and the inverse operation of division is multiplication.

$$\begin{aligned} 7 \cdot 10 &= \frac{w}{7} \cdot 7 && \text{To check, substitute 70 for } w. \\ 70 &= w && \begin{aligned} 10 &= \frac{70}{7} \\ 10 &= 10 \end{aligned} \end{aligned}$$

EQUATIONS EXERCISE

Solve each of the following for the unknown.

- | | | |
|----------------------|------------------|------------------|
| 1. $8y = 96$ | 2. $2 + 20 = 37$ | 3. $b - 19 = 28$ |
| 4. $\frac{3}{4} = 9$ | 5. $42 = t + 7$ | 6. $11 = 2y$ |
| 7. $a + 36 = 60$ | 8. $33 = k - 8$ | 9. $c - 4 = 27$ |

ANSWERS AND SOLUTIONS - EQUATIONS EXERCISES

- | | | |
|-------|-------|-------|
| 1. 12 | 2. 37 | 3. 47 |
| 4. 12 | 5. 35 | 6. 54 |
| 7. 24 | 8. 41 | 9. 31 |

LESSON #12 — READING COMPREHENSION-VOCABULARY

SPECIFIC (TECHNICAL VOCABULARY)

Your final vocabulary lesson will deal with some of the terms you are most likely to encounter on the literature section of your test. Read over the words and their definitions thoroughly. When you feel confident that you know them well, do the exercise that follows.

Additional vocabulary lessons dealing with the social studies and science sections of the G.E.D. are available at the Center.

LITERATURE VOCABULARY

1. **ALLEGORY** - The use of fictional characters and actions to symbolize (represent) truths or generalizations about human conduct or experience.
2. **COLLOQUIALISM** - A word or expression used in a particular geographic area in informal conversation. **EXAMPLE:** "C'mon, hide, wash up, it's show time." (As opposed to the formal, "Come, children, wash your hands. It's suppertime.")
3. **DIALOGUE** - A conversation between two or more speakers.
4. **EPIC** - A long dramatic poem that tells the story of a notable or heroic action or series of actions.
5. **EXPOSITION, EXPOSITORY** - Exposition is nonliterary writing such as in news items, textbooks, and scientific articles which attempts to set forth facts, undistorted by the writer's personal opinion.
6. **GENRE** - A type of literary composition. **EXAMPLES:** novel, short story, essay, poem, play.
7. **IDIOm, IDIOMATIC** - An expression whose meaning is understood from continual use, but which loses meaning when looked at word for word. **EXAMPLES:** "His remark made my blood boil, and I let fly at him." meaning, "His remark made me furious, and I hit him."
8. **IMAGE, IMAGERY** - An image is a picture (or a perception of a sound, smell, taste, or touch) in the mind of the writer. The imagery in a literary work refers to the literal or figurative descriptions by means of which the writer communicated his mental images. For example, in describing a young country girl, William Wordsworth used the image of a sheltered wildflower and a solitary star: "A violet by a mossy stone/half hidden from the eye/Vain as a star, when only one/ is shining in the sky."
9. **IRONY** - Expression in which the intended meaning of the words is the direct opposite of their usual sense.
10. **LIMERICK** - A five-line humorous poem with a special rhyme scheme.
11. **METAPHOR** - A figure of speech in which one thing is likened to another, different thing by being spoken of as if it were that other. For the **black ink**, night, has flown, Alfred, Lord Tennyson "Maud"
The "night" is compared to a "black ink" without using "like" or "as".
12. **MONOLOGUE** - A long, uninterrupted speech by one person.
13. **NARRATOR** - The person (in a work of literature) who is telling the story.
14. **PARALLELISM** - The repetition of a word or group of words, usually at the beginning of a line of poetry, in order to achieve a rhythmic or emotional effect. **EXAMPLE:** "Some say the world will end in a fire, / Some say in ice....."
15. **PERSONIFICATION** - A figure of speech in which a thing or idea is represented as a person.
.....the startled little waves that leap
In fiery ringlets from their sleep.
Robert Browning
"Meeting at Night"
Waves cannot literally feel startled; nor "leap" or "sleep"
16. **POETIC METER** - Meter, meaning "measure," refers to the number of poetic feet in a line of poetry. You will probably be asked to identify the meter of a given poem. To do this, first determine the type of foot used in the poem (see poetic feet); then determine the number of feet per line. The five verses below are, respectively: iambic dimeter, trochaic trimeter, trochaic tetrameter, iambic pentameter, and iambic hexameter (basically).
dimeter - /DYE-mee-tar/ two poetic feet to a line.
/LOWE / on I/
/and CAN-not MAKE/
/A LIT-tle SONG,/
/For SING- ing's SAKI./
trimeter - /TRY/-mee-tar/ three poetic feet to a line/
/NE-ver/SWELL a/ YOUNG man,/
tetrameter - /tab-TRAM-ih-tar/ four poetic feet to a line
/OO and/CATCH a/ FALL-ing/ STAR/
pentameter - pahh-TAN-ih-tar/ five poetic feet to a line.
/When YOU are old/ and GREY/ and FULL/ of SLEEP,/
hexameter - /hak-LAM-ih-tar/ six poetic feet to a line.
/I WILL-a-RISE/ and GO/ now, for AL- ways NIGHT/ and DAY,/
17. **RHETORIC, RHETORICAL** - The presenting of ideas in formal and elegant language. a rhetorical literary style tends to be formal and elaborate.
18. **SATIRE** - A literary work in which vices, follies, etc. are held up to ridicule and contempt.
19. **SIMILE** - A figure of speech in which one thing is likened to another, dissimilar thing by the use of like, as, etc.
For Example:
Jane, Jane
tall as a crane...
Edith Sitwell
"Anaba"
Jane is compared to a crane - a long-legged bird with a shiny neck.
20. **SONNET** - A fourteen line poetic form embodying the statement and resolution of a single theme.

Match the letters with their proper definitions:

- | | |
|---------------------------|-----|
| a. allegory | 1. |
| b. colloquialism | 2. |
| c. dialogue | 3. |
| d. epic | 4. |
| e. exposition, expository | 5. |
| f. genre | 6. |
| g. idiom, idiomatic | 7. |
| h. image, imagery | 8. |
| i. irony | 9. |
| j. limerick | 10. |
| k. metaphor | 11. |
| l. monologue | 12. |
| m. narrator | 13. |
| n. parallelism | 14. |
| o. personification | 15. |
| p. poetic meter | 16. |
| q. rhetoric, rhetorical | 17. |
| r. satire | 18. |
| s. simile | 19. |
| t. sonnet | 20. |

ANSWERS:

1. epic - long dramatic poem that tells the story of a notable or heroic action or series of actions.
2. limerick - five-line humorous poem with a special rhyme scheme.
3. parallelism - The repetition of a word or a group of words, usually at the beginning of a line of poetry, or order to achieve a rhythmic or emotional effect.
4. colloquialism - A word or expression used in a particular geographic area in informal conversation.
5. personification - A figure of speech in which a thing or idea is represented as a person.
6. monologue - A long, uninterrupted speech by one person.
7. exposition, expository - Exposition is nonliterary writing, scientific articles.
8. metaphor - A figure of speech in which one thing is likened to another, different thing by being spoken of as if it were that other.
9. narrator - The person who is telling the story.
10. allegory - The use of fictional characters and actions to symbolize (represent) truths or generalizations about human conduct or experience.
11. poetic meter - Meter, meaning "measure," refers to the number of poetic feet in a line of poetry.
12. genre - A type of literary composition.
13. rhetoric, rhetorical - The presenting of ideas in formal and elegant language.
14. simile - A figure of speech in which one thing is likened to another. Dissimilar thing by the use of like, as, etc.
15. dialogue - A conversation between two or more speakers.
16. satire - A literary work in which vices, follies, etc. are held up to ridicule and contempt.
17. idiom, idiomatic - An expression whose meaning is understood from continual use, but which loses meaning when looked at word for word.
18. sonnet - A fourteen line poetic form.
19. image, imagery - An image is a picture (or a perception of a sound, smell, taste, or touch) in the mind of a writer.
20. irony - Expression in which the intended meaning of the words is the direct opposite of their usual sense.

G.E.D. READING SERIES TIPS # 12

Tips to help acquire the essential sciences, social sciences and literature, functional reading skills - Vocabulary Mastery.

1. Develop basic scientific vocabulary as the concepts represented.
2. Realize the difference between recognizing (decoding) words and understanding (comprehending) words.
3. Recognize and comprehend technical terms unique to specific areas.
4. Understand difficult general words with multiple meanings.
5. Select precise meanings depending on specific use in context.
6. Apply structural analysis to determine meanings of words (prefix, root, suffixes). See lessons 1-3 of this series.
7. Recognize signal words. See lesson 6.
8. Understand symbols, formulae, equations, diagrams, charts, maps - lesson 10.

Material taken from Reading Skills Handbook, Adult Reading Series

LESSON #12 — ENGLISH-GRAMMAR

REVIEW EXERCISES

The review exercise which follows has two purposes: (1) to serve as a general review of all you have studied so far, and (2) to acquaint you with other ways of asking questions that are sometimes used on the examinations. However, regardless of the way in which the questions are put to you, remember that the content is almost always the same.

Before you begin the review exercises, review briefly any of the trouble spots that you may have run into during your study program.

Directions: In each of the following sentences, choose the correct grammatical form for the underlined section. Then write its number in the answer column. If the underlined section is correct as it stands (no change), write the number 1 in the answer column. If neither the underlined section nor any of the alternatives is correct (none right), write the number 5 in the answer column.

Answers and Explanations Appear At The End of the Chapter

- Answer Column
- It takes years of study to become a lawyer.
(1) no change (4) for becoming
(2) before you can become (3) none right
(3) in becoming
 - His letters never concern old people who wish to be young.
(1) no change
(2) concerned old people who wish
(3) concerns old people who had wished
(4) concern old people who wishing
(5) none right
 - You people like us boys as much as us boys like you.
(1) no change (4) us boys as much as we
(2) us boys as much as us (3) none right
(3) we boys as much as us
 - Jane and Mary are more poised than he, but Bill is the brighter of all three.
(1) no change
(2) more poised than he, but Bill is the brightest
(3) more poised than him, but Bill is the brightest
(4) more poised than him, but Bill is the brighter
(5) none right
 - It is a thing of joy, beauty, and containing terror.
(1) no change (4) and contains
(2) and abounding in (3) none right
(3) and of
 - If he was able, he would demand that she return home.
(1) no change
(2) were able, he would demand that she return
(3) was able, he would demand that she returns
(4) were able, he would demand that she returne
(5) none right
 - He use to visit when he was supposed to.
(1) no change
(2) use to visit when he was suppose to.
(3) used to visit when he was suppose to
(4) used to visit when he was supposed to.
(5) none right
 - I saw the seamstress and asked her for a needle, hook and eye, and thimble.
(1) no change
(2) seamstress, and asked her, for a needle, hook and eye
(3) seamstress and asked her for, a needle, hook and eye
(4) seamstress, and asked her for a needle, hook and eye
(5) none right
 - A tall, young man threw the heavy, soggy, ball.
(1) no change
(2) , young man threw the heavy, soggy
(3) young man threw the heavy, soggy
(4) , young man threw the heavy soggy
(5) none right
 - The week before my sister, thinking of other matters, thrust her head into the fire.
(1) no change
(2) before, my sister thinking of other matters thrust
(3) before my sister thinking of other matters, thrust
(4) before my sister, thinking of other matters thrust
(5) none right

Answers And Explanations: Review Exercises

- (1) no change
- (1) no change
- (4) Use direct object us
- (2) Use superlative adjective brightest when more than two things are being compared.
- (3) It is a thing of joy, beauty, and terror.
- (1) No change
- (4) Used to means "habitually or customarily."
- (1) no change
- (3) Young is not separated from tall by a comma because tall modifies the whole noun young man.
- (5) The week before, my sister, thinking of other matters, thrust her head into the fire.

Answers which have Cambridge G.S.E. Program Objectives and Specifications of Objectives.

LESSON #12 — MATHEMATICAL ABILITY

AREA

Area is a measure of the amount of surface on a plane figure. It is measured in square inches, square feet, square yards, square miles, square meters, etc. Generally it is found by multiplying.

The area of a rectangle is given by the formula $A = lw$, where l is the length of the rectangle and w is the width.

EXAMPLE 1 Find the area of a rectangle that is 9 feet long and 5 feet wide.

$$A = lw \\ = 9 \cdot 5 = 45 \text{ square feet (sq. ft.)}$$

EXAMPLE 2. A rectangle has an area of 112 square inches. If the rectangle is 8 inches long, how wide is it?

$$A = lw \\ \frac{112}{8} = \frac{8w}{8} \\ 14 \text{ in} = w$$

The area of a square is given by the formula $A = s^2$, where s is the length of one side.

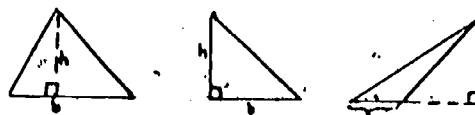
EXAMPLE 3. Find the area of a square with a 7 inch side.

$$A = s^2 \\ = 7^2 = 7 \cdot 7 = 49 \text{ square inches (sq. in.)}$$

EXAMPLE 4. A square has an area of 36 square yards. Find the length of one side.

$$A = s^2 \\ 36 = s^2 \\ \sqrt{36} = s \\ 6 \text{ yds.} = s$$

The area of a triangle is given by the formula $A = \frac{1}{2}bh$, where b is the measurement of the base and h is the measurement of the height of the triangle. The height of any triangle is a line that is perpendicular to the base. Perpendicular means that the lines meet to form right angles. Look at the height and base of each of these triangles.



EXAMPLE 5. Find the area of a triangle with a base of 6 inches and a height of 9 inches.

$$A = \frac{1}{2}bh \\ = \frac{1}{2} \cdot 6 \cdot 9 = 27 \text{ square inches}$$

EXAMPLE 6. The area of a triangle is 24 square feet. The base of the triangle measures 8 feet. Find the height.

$$A = \frac{1}{2}bh \\ 24 = \frac{1}{2}(8)h \\ \frac{24}{4} = \frac{4h}{4} \\ 6 \text{ ft.} = h$$

Following is a list of the area formulas.

Rectangle	$A = lw$
Square	$A = s^2$
Triangle	$A = \frac{1}{2}bh$

In the following exercise, be sure to label all area answers with square units such as square inches or square feet.

PLANE AND SOLID FIGURES EXERCISE

- Find the area of a rectangular floor which is 12 feet wide and 15 feet long.
- What is the area of a square with one side that measures 14 feet?
- Find the area of the triangle at the right.



- If the area of a rectangle is 108 square miles, and the width is 9 miles, what is the length of the rectangle?
- A square has an area of 100 square inches. How long is one side of the square?
- A triangle has an area of 60 square feet. If its height is 20 feet, what is the measurement of its base?
- Find the height of a triangle with an area of 48 square yards and a base of 12 yards.

ANSWERS TO PLANE AND SOLID FIGURES EXERCISE

- 180 square feet
- 196 square feet
- 57 square inches
- 12 miles
- 10 inches
- 6 feet
- 8 yards

Answers which have Cambridge G.S.E. Program Objectives and Specifications of Objectives.

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"GRADS" INFORMATION

NAME _____

PHONE NUMBER _____

ADDRESS _____

HOW DID YOU STUDY FOR THE G.E.D.? (CHECK ANY THAT APPLY)

☐ TV G.E.D. PREPARATION LESSONS ON HUNTINGDON CABLE CHANNEL 12

☐ NEWSPAPER GED PREPARATION LESSONS IN THE DAILY NEWS

☐ G.E.D. STUDY GUIDES CHECKED OUT FROM THE LIBRARY

☐ I ATTENDED A "GRADS" STUDY SITE (CHECK ONE)

☐ HUNTINGDON AREA HIGH SCHOOL

☐ MOUNT UNION AREA HIGH SCHOOL

☐ SOUTHERN HUNTINGDON AREA HIGH SCHOOL

☐ JUNIATA VALLEY HIGH SCHOOL

☐ HUNTINGDON COUNTY LIBRARY

☐ HUNTINGDON COUNTY VOCATIONAL-TECHNICAL SCHOOL

☐ HEADSTART MOTHERS-BORO BUILDING

☐ YOUTH FORESTRY CAMP (USING THE NEWSPAPER LESSONS)

☐ G.E.D. CLASSES IN EITHER HUNTINGDON OR MOUNT UNION (NOT A PART OF "GRADS")

☐ ON MY OWN - INDEPENDENT OF "GRADS" OR G.E.D. CLASSES

☐ OTHER _____

(PLEASE SPECIFY)

THANK YOU FOR YOUR COOPERATION!!

CHANNEL 12-CABLE TV VIEWING SCHEDULE:

EVERY TUES. & THURS. MORNING

10:00 UNTIL 11:00 A.M.

AND

EVERY TUES. & THURS. EVENING

7:00 UNTIL 8:00 P.M.

**TWO LESSONS WILL BE BROADCAST EACH
TUESDAY MORNING AND REPLAYED AGAIN
ON THURSDAY MORNING.**

**THE SAME TWO LESSONS WILL BE AIRED
ON TUESDAY EVENING AND REPLAYED
AGAIN ON THURSDAY EVENING.**

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Program One-Quarter Over

Project GRADS Comes To Review, Catch-Up

This is the catch-up and review week for the nearly 300 participants who are formally registered for Project "GRADS." Or for you fractions buffs, "GRADS" is about one quarter over.

On Tuesday and Thursday, the Huntingdon TV Cable Company will be replaying each of the eight video study lessons that have aired so far. "GRADS" cablecasts on Tuesday and Thursday mornings, from 10:00 to 11:00 and Tuesday and Thursday evenings, 7:00 to 8:00. Anyone who has either missed a lesson or needs to review one or more can do so this week:

Tuesday morning, 11-1-83, 10:00 a.m. - Reading Program No. 1; Tuesday morning, 11-1-83, 10:30 a.m. - Math Program No. 1; Tuesday evening, 11-1-83, 7:00 p.m. - Reading Program No. 2; Tuesday

evening, 11-1-83, 7:30 p.m. - Math Program No. 2; Thursday morning, 11-3-83, 10:00 a.m. - English Grammar Program No. 1; Thursday morning, 11-3-83, 10:30 a.m. - Math Program No. 3; Thursday evening, 11-3-83, 7:00 p.m. - Reading - Social Studies Program No. 1 and Thursday evening, 11-3-83, 7:30 p.m. - English Grammar Program No. 2.

In mathematics, so far, "GRADS" video lessons have covered fractions and decimals. By now, you should be able to add and subtract fractions, identify common multiples (or denominators), multiply and divide fractions, and be able to successfully reduce a fraction to its lowest terms.

In the decimal skill areas, the videotapes introduced you to addition, subtraction,

multiplying and dividing decimals. Plus, you reviewed changing a fraction into a decimal and visa versa. If you require additional help, plan to review a video lesson on cable channel 12 or visit one of the many video, tutoring sites throughout the county. Be on guard for the occasional errors in the answers and explanations' sections of the math study guide. Did you find them?

In the reading skill areas, the video lessons introduced you to literal understanding and inference. In addition, you should be familiar with the concept of main idea. In your latest reading lesson, you learned about the many areas of social studies, reviewed different

(Cont'd on Page 11)

During the week of November 7th, additional "NEVER TOO LATE" practice exercise books will be available at the main library in Huntingdon and at all study sites. These newly compiled practice exercise books will provide "GRADS" participants with even more preparation help. They follow each of the newspaper lessons and provide in-depth assistance on a somewhat easier working level. Those students who are experiencing any difficulties are urged to check out one of these books free. There are limited quantities.

By the way, these books are made possible through the combined, cooperative, public service efforts of the Mead Corporation and Reeves Parvin. Our thanks go out to these fine companies. In addition, special thanks go out to The Movie House for their continued support in donating VCR equipment.

In all, it appears that the first quarter of "GRADS" has been successful. In fact, at the Southern High School video study site, there are 70 hungry people who are eager to get their GED's. There are an additional 50 adults at the video study site in Mount Union and 30 more participants at the Juniata Valley video study site; there are 20 at Huntingdon High School. If you haven't yet registered for "GRADS," you can do so by calling 643-0200, 643-3272, or 447-3191.

If you are experiencing any difficulties (study problems, transportation, child care, attitude, etc.) please call. There are people available who care and want to help. All you need to do is phone in to one of the above numbers.

Project

(Cont'd from Page 11)

types of governments. Identified the basic principles of the constitution, and became familiar with the three branches of the federal government.

Review one or more of these reading lessons if you are unsure of these basic concepts. Try not to be overly concerned with details, but do practice being able to comprehend what you read. Memorizing details is not the key to passing the GED; adequate understanding is.

Sometimes if you use the questions that follow a particular passage to help guide your reading of the passage, your reading will be more purposeful and goal-related. This technique will help your concentration, too!

As far as English grammar, the video lessons have covered subject-verb agreement. At this point, you should be able to spot a verb in a sentence and have a fairly good idea about basic agreement between subjects and verbs. Most importantly, check over pages 11 and 12 and page 31 of your green English grammar study guide for some of the important agreement rules. Don't forget to review the formation of plurals on page 14. Once again, try not to memorize, but look for patterns and trends.

In the "NEVER TOO LATE" newspaper lessons printed in The Daily News, we've attempted to dovetail these lessons with the video lessons. Sometimes this parallel matching was possible, and sometimes it was not. Fortunately, this was the case with the math and English lessons. In fact, English lesson No. 3 provides good information on subject-verb agreement as do math lessons numbers 2 and 3 on fractions and decimals. It was not possible to match up all the reading lessons in "NEVER TOO LATE" with the video reading lessons. Daily News readers were exposed to challenging reading lessons on vocabulary, prefixes, and context clues. Try not to memorize roots and prefixes, but again on the lookout for common patterns.

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The Daily News
Dec. 9, 1983
P. 1

A Week For Reviewing

Project GRADS Has Reached Halfway Point

Project "GRADS" is now in its eleventh week, the halfway point. This is the week for reviewing, catching up, and working ahead. It is the second of four such reviews during the course of the program. There are no new lessons for this week. Students who need special assistance or have any questions are urged to visit a contact site if they wish tutoring help.

In addition, a complete set of video lessons is available at the main library in Huntington for those who wish to review any of the thirty-four lessons; this is possible at any time during normal library hours. Many students are already doing this.

By now, "GRADS" has

covered half the material needed to pass the GED exam. In this second of four phases, a number of ideas and terms were presented. On cable TV and at contact sites throughout the county, four reading lessons were presented — two social studies lessons and two science lessons. Two English grammar programs were also presented as well as two math programs. These are reviewed below.

The first social studies video program introduced various economic systems and the role of government in the economic system. Reading and interpreting graphs were also covered. When you read, take the time to read each

passage carefully noticing the relationship of each sentence to the next. Plan to always read for the main idea. If in the course of your reading you main idea, reread the passage.

The second social studies video lesson dealt with anthropology, geography, and sociology. Map reading and political viewpoints were introduced and discussed. As you read, don't expect that you can always find the answers in just one sentence. To choose the right answer to some questions, you must consider the meaning and intent of the entire passage. In

(Cont'd on back page)

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Project -

(Cont'd from Page 1)

the answer choices, be suspicious of such words as wholly, never, forever, and always.

The science video lessons introduced you to the heart, blood vessels, the blood, the circulatory system, and the respiratory system. A variety of technical terms were presented. Science reading often requires very, careful reading. Right now you should be developing a basic scientific vocabulary to fit the concepts represented while at the same time recognizing and comprehending technical terms unique to specific areas. Be sure to select precise meanings depending on their precise use in context. Often you can call on your general knowledge of science to help you answer questions.

Pronouns were presented in the video English lessons. You were introduced to the subjective, objective, and possessive cases, and you were to determine if the pronoun in a sentence agrees with its antecedent in gender and number. These were tricky lessons. Students found the special "NEVER TOO LATE" supplements to be extremely helpful as are the newspaper lessons on grammar. Many will want to review these lessons this week before moving onto the next grammar phase. As you try to unravel each sentence, learn to spot the verb(s). Next, link the verb(s) to the pronoun(s) by asking who or what is doing the action of the verb. When you've done this, you've identified the subject. Remember, only the following pronouns can be used in the role of subjects: I, you, he, she, it, we and they. There are no other subject pronouns.

There were two math video lessons. The first was on ratios and proportion, and the second on percent. Additional review material can be found in the newspaper lessons and in the "NEVER TOO LATE" supplements available for checkout at the library. Next week's video math lesson continues with percent. Be certain that you understand ratios and proportions; they form the basis for many future math operations. If you are experiencing problems with them, then plan to visit the library to review the videotape, or go to one of the many contact sites set up around the county.

In the newspaper lessons, students were introduced to a

variety of vocabulary lessons especially as they relate to the reading portions of the GED test. The lessons included using the dictionary, synonyms, signal words, and suffixes. "GRADS" students who are relying solely on The Daily News newspaper lessons will want to check out the video reading lessons available at the library. The newspaper lessons deal with reading primarily through the medium of vocabulary development. The reading videotape, on the other hand, provide greater detail through actual reading practice in a variety of simulated GED test passages. These video tapes can provide a greater depth of reading understanding. The two math newspaper lessons, like the video lessons, covered ratio and proportion and percent. The two English newspaper lessons, too, dovetailed the video lessons; they were on pronoun usage and agreement.

Remember, "GRADS" takes a holiday break the week of December 26th and resumes in full swing the week of January 3, 1984.

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The Daily News
Jan. 25, 1984

Huntingdon, Saxton, and Mount Union, Pa., Wednesday, January 25, 1984

Now Is Time To Evaluate

Project GRADS Hits Three Quarter Review

Project "GRADS" is now in its 17th week. This is the week for reviewing, catching up, and working ahead. It is the third of four such reviews during the course of the program. There are no lessons for this week.

Students who need special assistance or have any questions are urged to visit a contact site if they wish tutoring help. In addition, a complete set of video GED lessons is on hand at the main library in Huntingdon for those who wish to review any of the 34 lessons; this is possible at any time during normal library hours.

There are now official GED practice tests available at the Huntingdon library. These mini-tests can reliably forecast your future performance on the actual GED test. They are free and are

being used at all contact sites throughout the county. Practice testing not only yields performance scores similar to actual GED test scores, but it also reveals any weakness areas and suggests what to do about them. Practice testing proves helpful.

Slightly more than 75 percent of those who have already taken the practice tests have scores well above the required 225 points. This has encouraged some who have felt ready to give up and now want to continue; many of the remaining 25 percent, by the

way, were very close to passing.

By now, "GRADS" has covered three quarters of the material needed to pass the GED exam. In this third of four phases, a number of ideas and terms were presented. On cable TV and at contact sites, four English grammar lessons were presented — one on verbs, one on modifiers (adjectives and adverbs), and two on punctuation and capitalization. Three math lessons were also presented as well as three reading programs. These and the newspaper lessons are reviewed briefly below.

The first English grammar video program taught how to identify and use the correct verb tense form of either a regular or an irregular verb.

(Cont'd on Page 2)

WEATHER

Fair tonight. Low 20 - 26.
Partly sunny Thursday.
High 39 - 46.

Project

(Cont'd from Page 1)

It also explained the difference between the active and passive voice. Remember, the active voice of the verb is always the stronger voice.

The second video English grammar lesson dealt with adjectives and adverbs as modifiers. Adjectives can only be used to describe or modify nouns and pronouns while adverbs describe verbs, adjectives, and other adverbs. Adverbs cannot be used to describe nouns or pronouns. Remember, with linking verbs, the modifier that comes after the linking verb describes the subject and not the verb.

The third English grammar lesson covered the rules of capitalization and punctuation. Don't forget to capitalize names of particular persons, places, and things. Always capitalize any word that comes from the name of a place (He is German.), words that are used as a person's name or part of a name (as in Uncle Joe but not as in my uncle), and names of particular regions (the South but not south of here). This lesson also introduced you to the proper use of the period, the question mark, the exclamation point, and the comma. The toughest comma rule deals with what to do about phrases or clauses that are not essential or necessary to the sentence. Remember to set off these non-essential clauses or phrases with commas:

Bill Smith, a used car salesman, was driving east on Route 22. Don't forget that introductory phrases are set off, too, with commas:

Because the new store wasn't open, Joe shopped out of town. Two complete sentences joined by and, but, or, and for are also separated by

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The Daily News pps. 1+3
2-29-84

Project GRADS Reaches Home Stretch This Week.

Project GRADS is now in its 23rd week. This is the week for final reviewing and catching up. It is the last of four such reviews during the course of the program. There is also a final English grammar review lesson accompanying this article.

Students who need additional assistance or have any questions are urged to visit a contact site if they wish tutoring help. In addition, a complete set of video GED lessons is on hand at the main branch of the Huntington County Library for those who wish to review any of the 34 lessons; this is possible at any time during normal library hours.

There are now official GED

practice tests available at the library. These mini-tests can reliably forecast future performance on the actual GED test. They are free and are being used at all contact sites throughout the county.

Practice testing not only yields performance scores similar to actual GED test scores, but it also reveals any weakness areas and suggests what to do about them. Practice testing has been found to be quite helpful. Slightly more than 75 percent of those who have already taken the practice tests have scored well above the required 225 points required to pass the GED.

This has encouraged some who have felt ready to give up

to want to continue; many of the remaining 25 percent, by the way, were able to key in on weakness areas and better prepare themselves in the long run.

By now, GRADS has covered all of the material needed to pass the GED exam. In this last of four phases, a number of ideas and terms were presented. On cable TV and at contact sites, two video English grammar lessons were presented - one on spelling and miscellaneous usage problems. These math lessons were also presented as well as two reading programs. These and the "never too late" newspaper lessons are

(Cont'd on Page 3)

Project

(Cont'd from Page 1)

reviewed briefly below.

The first English grammar video program taught you to identify and correct misspelled words by applying certain spelling rules. It explained eleven common spelling rules and certain exceptions to these rules. Remember to try to keep a list of any words you misspell and regularly use a dictionary.

The second video English grammar lesson dealt with miscellaneous usage problems. This video lesson is an important one. It sums up all the previous grammar programs by dealing with the correct usage of modifiers (adjectives & adverbs), verbs, and parallel construction. Be sure to spend some time with this grammar lesson and the grammar review lesson in today's Daily News.

There were three video math lessons presented in this "GRADS" phase. Perimeter and area was dealt with in program nine. By now you should be able to find the measure of an angle in a triangle plus compute the

perimeter and area of a square, a rectangle, and a triangle.

In the second math lesson, you learned about the circumference (or perimeter) and the area of a circle. In addition, you were introduced to the term volume and some algebra concepts.

The third and last GRADS math lesson presented algebra terms and expressions. You were asked to multiply algebraic terms, factor and multiply expressions, and combine like terms. Be sure to re-read pages 193 to 201 in your gray math study guide to get a handle on this lesson. By the way, NEVER TOO LATE newspaper math lessons nine, ten, and eleven provide an excellent overview of basic algebra as does the big NEVER TOO LATE Supplemental Lesson workbook. Math lessons nine, ten, and eleven. Although the algebra video tape removes a lot of the fears and mystery associated with algebra, the newspaper algebra lessons more than sufficiently prepare you for the GED test.

Both literature video lessons concluded the reading preparation portion in your

yellow reading study guide. Each introduced you to an abundance of technical terms reminiscent of high school English literature class. Literature program three, however, is the more important of the two lessons. Do not get bogged down by trying to memorize terms. More importantly, concentrate on reading to understand the main idea and the interpretations of the meaning of a poem. Remember that poetry is a type of writing in which a writer uses images, sound, and rhythm to express an ideal or an emotion frequently in the fewest words possible.

Parts of literature video program four can be eliminated from your study. The first several units attempt to deal with the very technical parts of poetry that give a poem rhythm and are not "need-to-know" things when it comes to passing the GED test. Unit five, drama, on the other hand, does require some review. There are drama passage questions in the literature portion of the GED test.

Be sure to review "Troublesome Words" and "Logic and Organization" in

your green English grammar work book. There are final tests in the back of each workbook. These can provide excellent review.

This week The Huntingdon TV Cable Company will review each of the video lessons talked about here as part of their regular programming. Also, each of the sites around the county will likewise be reviewing these lessons.

The NEVER TOO LATE Daily News newspaper lessons presented four math lessons, four English lessons, and two reading vocabulary lessons. The math lessons, dealing primarily with algebra and geometry are excellent math study lessons. These nicely complement the math video lessons on algebra and geometry.

The NEVER TOO LATE grammar lessons also dovetail nicely with the video grammar lessons. Review each of these lessons as part of your preparation.

Remember, the newspaper reading lessons deal with reading primarily through the medium of vocabulary development. If you're working the newspaper lessons, plan to do some extra reading; practice your

reading skills by working on your reading comprehension. Quiz yourself when you read. Search for the main ideas and supporting details, and survey, read, and re-read.

When you are finished with the three workbooks and/or the large NEVER TOO LATE newspaper lesson supplement, please return them to your nearest library. If you wish to keep these books after April 1st, please call the library at 643-0200 and renew them.

For those who wish to take the GED test, we recommend that you practice test first. If you are unsure about what to do, contact either project director or a tutor at one of the "GRADS" sites. A schedule of GED testing follows; \$15.00 is the required fee. Look for more details in The Daily News.

— March 16 and 17 and 23 and 24, Southern Huntingdon High School.

— April 13 and 14, May 11 and 12 and June 15 and 16 at Huntingdon Area High School.

GED testing begins on Friday evening at 5:30 p.m. and continues half a day on Saturday. Pencils are provided.

Test times are as follow:

— Writing Skills (English),

75 minutes;

— Social Studies, 90 minutes;

— Science, 90 minutes;

— Reading Skills (Literature), 60 minutes and

— Math, 90 minutes.

Thank you for helping to make "GRADS" a success. Good luck on your GED test!

Project GRADS is planning to get together for all graduates in late June.

Harold S. Kimmel
Box 235
Orbisonia, PA 17242
447-3191

PROJECT "GRADS"

Geoffrey S. Lucas
R D # 1, Box 243 A
Huntingdon, PA 16652
643-3272

November 7, 1983

letter to those
w/ no phones or newspaper

As this is the sixth week of the "GRADS" Project, we have just had a review week, and we felt that this would be a good time to check with you to see how you are doing. If you have any questions concerning problems in the "Never Too Late" newspaper lessons and/or the study guide workbooks, we would like to know what they are.

As you know, there are several sites around the county meeting on various evenings where video tapes are played and where tutors are standing by for your questions. If transportation is a problem and you cannot get to a site but would like to, please call or write us so we can try to provide transportation depending on where you live. Also, you could call or write to either co-ordinator listed above with your problems and they will try to help you.

If you are using the "Never Too Late" newspaper lessons and need more practice exercises or examples, or perhaps wish to have easier lessons to work with, we have a new book of lessons made available by the "Never Too Late" publishers. These lessons resemble the newspaper lessons but are easier yet very thorough in the treatment of each topic. There are limited quantities of these books. You can check out a book free of charge, at the Huntingdon County main library or at any of the "GRADS" sites.

Write us a note or give us a call - or go to a site!! We would like to hear from you!!

Sites and Schedules

Huntingdon Library - Monday evenings, 7:00 - 9:00, Video tapes and tutors available
Huntingdon High School - Monday and Wednesday evenings, 6:00 - 9:00, tutors available.
Room # 112
Mount Union High School - Monday and Tuesday evenings, 6:00 - 9:00, Video tapes and tutors, Room # 113
Juniata Valley High School - Wednesday evening, 7:00 - 9:00, Video tapes and tutors
Room # 6
Mill Creek Vo-Tech - Thursday evening, 7:00 - 9:00, Video tapes and tutors available
Cosmotology Room
Southern Huntingdon High School - Monday evenings 7:00 - 9:00 for review only, tutors available - Wednesday evening, Video tapes and tutors
Room - Library

Sincerely,

Renee M. Lucas
Renee Lucas
"GRADS" Secretary

PROJECT "GRADS"
PENNSYLVANIA DEPARTMENT OF EDUCATION
STATE CORRECTIONAL INSTITUTION
HUNTINGDON, PA 16652
Phone: 643-2400

Harold S. Kimmel
Box 235
Orbisonia, PA 17243
Phone: 447-3191

A "310" PROJECT

Geoffrey S. Lucas
R. D. #1, Box 243-A
Huntingdon, PA 16652
Phone: 643-3272

February 6, 1984

As this is the eighteenth week of the "GRADS" project, we have just had another review week, and we felt that this would be a good time to check with you again to see how you are doing. If you have any questions concerning problems in the "NEVER TOO LATE" newspaper lessons and/or the study guide workbooks, we would like to know what they are.

There are several sites around the county meeting on various evenings where videotapes are played and where tutors are standing by for your questions. If transportation is a problem and you cannot get to a site but would like to, please call or write us so that we can try to provide transportation depending on where you live. Also, you could call or write either director listed above, and they will try to help you.

Official GED practice tests are now available at the Huntingdon library. These mini-tests can reliably forecast your future performance on the actual GED test. They are free and are being used at all contact sites throughout the county. Practice testing not only yields performance scores similar to actual GED test scores, but it also reveals any weakness areas and suggests what to do about them. Practice testing proves helpful. If you are unable to get to the main library in Huntingdon, contact your branch librarian to have them shipped to your local area.

Slightly more than 75 percent of those who have already taken the practice tests have scores well above the required 225 points. This has encouraged some who have felt ready to give up and now want to continue. Many of the remaining 25 percent, by the way, were very close to passing.

over

140.

Some "GRADS" participants are already wanting to take the GED test. For those who wish to take the test, we recommend that you practice test first. If you are unsure about what to do, contact either project director or a tutor at one of the "GRADS" contact sites. A schedule of GED testing follows; \$15.00 is the required fee. Look for more details in The Daily News.

DATES AND TIMES *

February 24 and 25 Huntingdon Area High School
March 16 and 17; 23 and 24 Southern Huntingdon High School
April 13 and 14 Huntingdon Area High School
May 11 and 12 Huntingdon Area High School
June 15 and 16 Huntingdon Area High School

*Testing begins Friday evening, 5:30 P.M.

GOOD LUCK!!

PROJECT "GRADS"
PENNSYLVANIA DEPARTMENT OF EDUCATION
STATE CORRECTIONAL INSTITUTION
HUNTINGDON, PA 16652

Phone: 643-2400

Harold S. Kimmel
Box 235
Orbisonia, PA 17243
Phone: 447-3191

A "310" PROJECT

Geoffrey S. Lucas
R. D. #1, Box 243-A
Huntingdon, PA 16652
Phone: 643-3272

March 12, 1984

Dear "GRADS" Student:

We hope you have benefited from one of the many options of our "GRADS" program. At this time, I need some information about you as well as letting you know some important things.

Enclosed with this letter is a Pennsylvania Dept. of Education form. We were to have these forms at the beginning of the program for all persons interested in the program to complete; however, we just received them. Please complete all sections that are circled in red, as best you can, and return the form to us as soon as possible. They also may be taken to the library instead of mailing them. We really need your cooperation in this matter.

As you probably already know, the newspaper lessons and the cable TV lessons are completed. However, there are still existing sites open at the Huntingdon High School and the Mount Union High School for any studying or questions you may have. Also, a complete set of GED video tapes are available at the Huntingdon Library for your viewing during regular library hours.

Also available at the Huntingdon Library are practice tests which we are urging all students to take to find out exactly where they stand in relation to taking the actual GED test. (If you cannot make it to the library, just let us know and we will mail you a test.) This test will let you and me know what areas you may need to work on. Or maybe you will find that you are ready now to take the GED test. In any case, the test is free and you have nothing to lose!

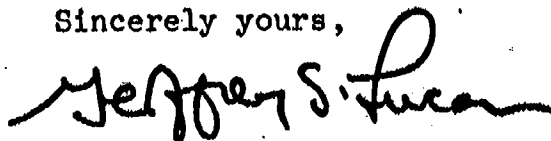
The actual GED testing schedule is as follows: April 13 & 14; May 11 & 12; June 15 & 16 at the Huntingdon Area High School. The test starts at 5:30 pm on Fri. evening and ends at 9:00 pm, then again Sat. morning at 8:00 till 12:00 pm. A required fee of \$15.00 is collected at the time you take the test. (If the money is a problem, please let us know and maybe we can help.)

Please return the "Never Too Late" newspaper lessons and/or the three study texts to the nearest library after you have taken the GED test, or the end of June, whichever comes first.

A graduation get together is being planned at the end of June for all "GRADS" graduates. All graduates will be informed about this later on.

Good luck on your test! Hope we will be seeing you at our graduation ceremony!

Sincerely yours,



Geoffrey S. Lucas
Co-Director

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"GRADS"
GED TESTING SCHEDULE

<u>DATES AND TIMES</u>	<u>LOCATION</u>
February 24th and 25th	Huntingdon Area High School
March 16 & 17, and 23 & 24	Southern Huntingdon H. School
April 13th and 14th	Huntingdon Area High School
May 11th and 12th	Huntingdon Area High School
June 15th and 16th	Huntingdon Area High School

GED testing begins on Friday evening at 5:30 P.M. and continues half a day on Saturday. Pencils are provided.

<u>TEST</u>	<u>MAXIMUM TIME LIMIT</u>
(1) Writing Skills(English)	75 minutes
(2) Social Studies	90 minutes
(3) Science	90 minutes
(4) Reading Skills(literature)	60 minutes
(5) Math	90 minutes

APPENDIX C

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View Them At Your Leisure

11-25-83
p.3

Library Has Tapes Of GRADS Lessons

"GRADS" participants who wish to view or review any of the videotape GED lessons can now do so at their leisure at the Huntingdon main branch library anytime during normal library hours. These video lessons are identical to the GED lessons now being aired on Huntingdon TV Cable Channel 12 on Tuesdays and Thursdays, and they are just like the lessons now being shown at six video instructional sites around the county each week.

The main advantage to the VCR system now installed at the library is that a "GRADS" student can easily review any of the 34 one half hour video lessons, catch - up or work ahead at his or her own study pace in the privacy of the library.

If you are interested in using the VCR system, contact a librarian and ask for any of the 34 available video lessons. The librarians will be happy to assist you. The library hours are as follows: Monday and Friday, 9:30 a.m. to 9 p.m. and Tuesday through Saturday, 9:30 a.m. to 4:30 p.m.

In addition to the VCR system in place at the library, "GRADS" now offers brand new supplemental lesson books entitled "Never Too Late." These books provide extra assistance to those "GRADS" students who are working with the newspaper lessons that have been appearing weekly in The Daily News.

These new, easy-to-work-with GED lesson books not only closely follow the newspaper lessons, but they also provide for lots of extra study material including a variety of practice exercises.

The "Never Too Late" supplemental lesson books include all the necessary information required to pass the GED test. However, they are

purposely written on a slightly easier level than the newspaper lessons. The answers are included, too, for easy self - checking. If you wish to sign out one of these lesson books, they are available free at the Huntingdon County main branch library in Huntingdon. These books are made possible to "GRADS" through the combined public service efforts of Mead Corporation and Reeves Parvin.

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SOUTHERN HUNTINGDON COUNTY SITE

STUDENT INFORMATION FORM

(PLEASE PRINT ALL INFORMATION)

NAME _____
(last) (first) (middle)MAILING ADDRESS _____
ZIP _____

AGE _____ DATE OF BIRTH _____ TELEPHONE _____

HIGHEST GRADE OF SCHOOL COMPLETED _____ SOC SEC # _____

OCCUPATION _____

EMPLOYER _____

MARRIED _____ SINGLE _____ WIDOW _____ WIDOWER _____ DIVORCED _____ SEPARATED _____

NAME OF SPOUSE _____

HIS/HER OCCUPATION _____

HIS/HER EMPLOYER _____

NUMBER OF CHILDREN _____ NUMBER LIVING AT HOME _____ NUMBER NOT AT HOME _____

REASON FOR ENROLLING IN PROJECT "GRADS" _____

Date Began Project _____

Dropped From Project (Date) _____

Completed Project (Date) _____

Scores GED Practice Test _____

Date GED Test Taken _____

GED Diploma Awarded (Date) _____

Follow Up Information _____

PROJECT "GRADS"

MILL CREEK VO-TECH SITE

STUDENT INFORMATION FORM

(PLEASE PRINT ALL INFORMATION)

NAME _____
(last) (first) (middle)

MAILING ADDRESS _____
ZIP _____

AGE _____ DATE OF BIRTH _____ TELEPHONE _____

HIGHEST GRADE OF SCHOOL COMPLETED _____ SOC SEC # _____

OCCUPATION _____

EMPLOYER _____

MARRIED _____ SINGLE _____ WIDOW _____ WIDOWER _____ DIVORCED _____ SEPARATED _____

NAME OF SPOUSE _____

HIS/HER OCCUPATION _____

HIS/HER EMPLOYER _____

NUMBER OF CHILDREN _____ NUMBER LIVING AT HOME _____ NUMBER NOT AT HOME _____

REASON FOR ENROLLING IN PROJECT "GRADS" _____

Date Began Project _____

Dropped From Project (Date) _____

Completed Project (Date) _____

Scores GED Practice Test _____

Date GED Test Taken _____

GED Diploma Awarded (Date) _____

Follow Up Information _____

PROJECT "GRADS"

JUNIATA VALLEY SITE

STUDENT INFORMATION FORM

(PLEASE PRINT ALL INFORMATION)

NAME _____
(last) (first) (middle)

MAILING ADDRESS _____
ZIP _____

AGE _____ DATE OF BIRTH _____ TELEPHONE _____

HIGHEST GRADE OF SCHOOL COMPLETED _____ SOC SEC # _____

OCCUPATION _____

EMPLOYER _____

MARRIED _____ SINGLE _____ WIDOW _____ WIDOWER _____ DIVORCED _____ SEPARATED _____

NAME OF SPOUSE _____

HIS/HER OCCUPATION _____

HIS/HER EMPLOYER _____

NUMBER OF CHILDREN _____ NUMBER LIVING AT HOME _____ NUMBER NOT AT HOME _____

REASON FOR ENROLLING IN PROJECT "GRADS" _____

Date Began Project _____

Dropped From Project (Date) _____

Completed Project (Date) _____

Scores GED Practice Test _____

Date GED Test Taken _____

GED Diploma Awarded (Date) _____

Follow Up Information _____

"GRADS" CONTACT SITES

SITE

ROOM

DAYS

TIMES

Portland Avenue Complex

"Headstart Mothers"

Basement

Mondays & Tuesdays

9:00 to 12:00

Huntingdon Area Senior

High School

112- By the Gym

Mondays & Wednesdays

6:00 to 9:00 PM

Huntingdon Area Vocational

Technical School

Cosmotology Room

Thursday

7:00 to 9:00 PM

(Custodians: Wendell Miller,
Dick Forsythe, & Tom Anders)

Juniata Valley Senior

High School

6- By main door

Wednesday

7:00 to 9:00 PM

(Custodian: John Montz)

Southern Huntingdon

Senior High School

Library

Mondays & Wednesdays

7:00 to 9:00 PM

Mount Union Junior H.S.

Rooms 103 & 105

Mondays & Tuesdays

6:00 to 9:00 PM

Huntingdon County Library

McMurtrie Room

Monday

7:00 to 9:00 PM

BEST COPY AVAILABLE

PROJECT "GRADS"

SUGGESTED TEACHING PLANS

SINCE SOME OF YOU MAY NOT BE EXPERIENCED IN TEACHING BY MEANS OF VIDEO TAPES, THE FOLLOWING PLAN IS "SUGGESTED" AS ONE APPROACH TO THIS TYPE OF TEACHING. IT IS ONLY "SUGGESTED", YOU MAY VARY IT AS YOU SEE FIT.

* * * * *

READING - PROGRAM ONE: The Main Idea, Supporting Ideas, Relationships
(Study Guide Pages: Yellow - pp 15-27, Black - pp 3-4)

I. BEFORE VIEWING

- A. Introduce program - use introductory paragraph on p. 17 (yellow workbook) or p. 5 (black workbook).
- B. Discuss objectives and list on chalkboard (p. 17 - yellow, p. 5 - black)
- C. Vocabulary - list on chalkboard and explain (p. 17 - yellow, p. 5 - black)
- D. Summarize

II. VIEW TAPE

- A. STOP tape at places marked with an asterik (*) on attached guide.
- B. Student do practice exercises (DO NOT WRITE IN WORKBOOK)

III. AFTER VIEWING

- A. Do Additional Exercises as time permits, remainder to be done at home.

TEN MINUTE BREAK (APPROXIMATELY 7:55 to 8:05)

MATH - PROGRAM ONE: Fractions

(Study Guide Pages: Gray - pp 18-39, Black - pp 3-20)

I. BEFORE VIEWING

- A. Introduce program (gray - p. 18, black - p. 3)
- B. Discuss objectives and list on chalkboard (gray - p. 18, black - p. 3)
- C. Vocabulary - list on chalkboard and explain (gray - pp 18-19, black - pp 3-4)
- D. Summarize

II. VIEW TAPE

- A. STOP tape at places marked with an asterik (*) on attached guide.
- B. Student do practice exercises (DO NOT WRITE IN WORKBOOK)

III. AFTER VIEWING

- A. Do Additional Exercises as time permits, remainder to be done at home.

NOTE: REMIND STUDENTS THAT ADDITIONAL HELP WILL BE AVAILABLE IN ROOM 211 ON MONDAY EVENING AT 7:00 PM. ALSO REMIND STUDENTS THAT THEY MAY VIEW THE TAPES AGAIN IF THEY NEED TO BY GOING TO THE HUNTINGDON COUNTY MAIN LIBRARY.

APPENDIX D

COMPARATIVE STUDY OF
GENERAL EDUCATIONAL DEVELOPMENT
TEST PREPARATION STRATEGIES

Priscilla S. Carman

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237-2110

CHAPTER 1

INTRODUCTION

In the United States, a high school diploma certifies that an individual has attained a certain level of skills and knowledge. Most employers use the diploma as a prerequisite for employment and as an indicator of a person's potential for performance on the job. The majority of students receive their diplomas through the completion of the traditional twelve years in the public educational system and then either continue their education or enter the job market. In 1981, however, almost 15% of the high school diplomas issued in this country were high school equivalency diplomas granted to students who achieved an adequate score on the General Educational Development (GED) test (Cervero, 1983). The battery of GED tests consists of five tests in the subject areas of Writing Skills, Social Studies, Science, Reading Skills, and Mathematics. Patience & Whitney (1982) stated that the current editions were developed to test skills that were found in a typical high school curriculum.

The testing program was begun in 1943 by the examination staff of the U.S. Armed Forces Institute. The Institute responded to the needs of military service members who had left high school to enter the military service and found that their lack of a high school diploma was a handicap in their return to civilian life (Patience & Whitney, 1982). Since 1945 the GED testing program has been administered through the American

Council on Education and became available to non-Veterans by the end of World War II. It is accepted and used in all fifty states as a basis for issuing high school equivalency diplomas.

Preparation for GED testing is varied. Some students prepare in classrooms or other public settings with trained educators and/or paraprofessionals. Others prepare in their own homes often with the aid of a tutor. In either case, a variety of modes of instruction exist to aid the student. These include the official GED Practice Test, commercially prepared study manuals, commercially prepared videotapes and instructional television, and lessons published in newspapers (Cervero, 1983).

One project which used a multimodal approach to prepare students for GED testing was project GRADS (Grass Roots Alternative Diploma Study) in Huntingdon County, PA, an area with a 20 percent unemployment rate. The project was designed to meet the needs of the 40 percent of the predominately rural population who did not possess a high school diploma. This included CETA program students (more than half of whom were 21 years or younger), senior citizens, the incarcerated, and the unemployed and underemployed. Through intensive community involvement on an almost exclusively volunteer basis, over 300 persons prepared for the GED test.

Multimodal delivery systems for GED test preparation are especially suited to the needs of rural adults. In Huntingdon County, for example, no mass transportation exists. For those

people who work at least eight hours a day, the prospect of traveling for one or more hours at night for test preparation often lessens the motivation to study. Project GRADS responded to this need with a variety of methods of preparation. From July 1983 through June 1984, a county-wide outreach program was conducted using cablecasting of the nationally acclaimed Kentucky Educational Television (KET) GED preparation tapes, mobile video-cassette recorded (VCR) tapes of the KET series, home study guides prepared by KET, newspaper coverage of lessons fashioned after the "Never Too Late" GED preparation series published by the Vineland, New Jersey Adult Education Center, and individual and small group tutoring available at convenient sites in the county. Volunteer tutoring services were provided by civic organizations such as the American Association of University Women (AAUW), Business and Professional Women (BPW), Optimists International, and the local literacy council, as well as private individuals most of whom were educators and professionals. The option existed for home-study or small-group study and participants were free to choose the option and mode of instruction, or combination of modes, that was most suited to their needs.

Need for the Study

The fundamental structure of the American culture is in a process of change. The shift from an industrial, to a technological society has serious implications for our educational system. Greater emphasis is being placed on educational competence. A high school diploma might now be considered the minimum essential credential for economic and social survival in our society (Crabtree, 1979).

Concurrent with this reality are the figures which illustrate how many citizens do not meet the minimal educational standard. According to Current Population Reports (1980), 25 million women and 22 million men do not have a high school diploma. This population includes persons 16 years of age or older who are not enrolled in high school. The GED testing program attempts to bridge this gap. In 1981, 504,435 GED certificates were issued nationwide (Cervero, 1983). Furthermore, in Pennsylvania in 1980, over 2800 ABE/GED students were reported as removed from public assistance rolls with an estimated savings of over \$800,000 (Vettickal, 1980).

The value of GED testing seems clear. The question is raised, however, how students can most efficiently and effectively prepare for the exam. What method or methods of instruction seem most suited to the diverse needs of adult learners, particularly in rural settings? Because Project GRADS

used a multimodal system approach for preparing students, a comprehensive look at the program and its results might indicate which method, or combination of methods, if any, seemed more effective than the others when preparing for the exam. Specifically, did the services of the tutor have a significant effect on the students' scores?

Although the adult education knowledge and research base is growing, very few studies have been conducted in the particular area of adult education which takes place in a rural setting. What type of delivery systems do adults in rural communities prefer and find most helpful? What qualities in adult educators do rural adults rate as important and effective? Answers to these questions might be found in a questionnaire designed to assess rural adults' perceptions of teachers in adult education programs.

Statement of the Problem

The purpose of this investigation was to determine which method of instruction, or combination of methods, used by Project GRADS' students showed the most academic gains as measured by pre- and post-testing on the GED test. Based on the review of the literature, it was considered appropriate to state the hypothesis in the null form:

There will be no significant difference between the academic gain scores of the students who received tutorial services and

those who did not.

Statement of the Sub-Problem

Which facet of tutorial service was perceived as being important, both in practice and in theory, by those students who completed a questionnaire which was designed to assess rural adults' perceptions of teachers in adult education programs.

Limitations

The external generalizability of the investigation was limited by the following factors:

1. the inability to determine the extent and nature of tutorial services received by the students,
2. the inability to attribute significant gains to any one mode of instruction because, in most cases, more than one mode of instruction was used,
3. the diversity of background and teaching styles of tutors, and
4. the lack of a random sample.

Definitions

Adult Education: the organized, deliberate provision of all forms of learning opportunities provided for adults (Godbey, 1978)

Andragogy: the art and science of helping adults learn how to learn, characterized by education that should recognize the experience of adults, be problem-oriented, have immediate application, recognize that adults' readiness for learning is a product of their social life-roles rather than their biological development (Knowles, 1970)

Distance Education: those teaching methods which are characterized by a physical separateness of the learners and the teachers, and includes the interactive, as well as the preactive phase of teaching, and is conducted through the use of printed materials, mechanical or electronic devices (Holmberg, 1981)

Educationally Disadvantaged Adults: persons 16 years of age or older who are not enrolled in school and who have not completed secondary school (Hunter & Harman, 1979)

Self-directed learning: activities where the primary responsibility for planning, implementing, and evaluating a learning exchange is assumed by the learner (Brockett, 1983)

Tutors: according to Webster's Dictionary, a person charged with instruction and guidance of another, usually on an individual basis and in a special subject or for a particular purpose. (will be used interchangeably with teacher in the Review of Literature)

Volunteers: according to Webster's Dictionary, a volunteer is a person who enters into or offers himself for any service of his own free will

Acronyms

AAEC - Appalachian Adult Education Center

AAUW - American Association of University Women

ABE - Adult Basic Education

BPW - Business and Professional Women

CETA - Comprehensive Employment Training Act

GED - General Educational Development (test)

GRADS - Grass Roots Alternative Diploma Study

KET - Kentucky Educational Television (tapes)

LVA - Literacy Volunteers of America

NALA - National Affiliation for Literacy Advance

SAI - Self-Assessment Inventory (Adult Educators Assessment Inventory)

TSI - Training Style Inventory

VCR - Video Cassette Recording

CHAPTER II

REVIEW OF LITERATURE

The purpose of this investigation was to examine tutor effectiveness in a multimodal preparation program for GED testing. The review of literature was divided into three components. First, a cursory review of distance education was made to provide a scholarly base for examining those aspects of Project GRADS data and other comparative studies. A more thorough review of literature concerning educators of adults (teachers, tutors, and volunteers) was conducted to aid in hypothesis and questionnaire formulation. And last, a review of similar comparative studies was made.

Distance Education

Undereducated adults in rural areas lack the benefits of mass transportation and are often at a geographical disadvantage when adult education programs are offered. Fortunately, distance education makes it possible for the program to come to them. It may take the form of cablecasted or public instructional television, radio broadcasts, preproduced written materials, and/or newspaper lessons.

Witherspoon (1974) and others have stated that the most comprehensive and concise summary of research on instructional television and radio can be found in Chu and Schramm's Learning from Television: What the Research Says (1967). They concluded,

based on a review of studies conducted primarily with children, that given favorable conditions, instructional television teaches (Witherspoon, 1974). More recently, Greenfield (1984) called for the use of more television in schools, provided that it is of high-quality and supplemented with class discussion to enhance its effectiveness. These conclusions formed the basis of future studies of the use of instructional television with adults. As early as 1966, however, Knowles was cautioning against the use of adult educational television because it looked to the entertainment industry for its format rather than to adult educational principles (Carlson, 1976). Horton (1983) stated that Knowles has softened his position somewhat. Knowles predicted that by the end of the century, most educational services would be electronically delivered. Therefore, key features should be andragogically focused stressing self-direction, individualization, branched rather than linear interaction, and task-centeredness.

An AAEC comprehensive study of adult educational television conducted in 1976 did not address Knowles' concerns, but did conclude that adult educational television teaches. The AAEC stated further that successful utilization was dependent upon collaborative planning and management of a variety of support systems. Hunter and Harman (1979) concur that the most successful broadcast-based approaches were supplemented with additional programs including discussion groups and

problem-based activities. They do, however, remind educators of the outreach advantage to educational television and radio.

One commonly used broadcast-based adult educational program is the Kentucky Educational Television (KET) series produced by Cambridge Book Company. In 1972, the state of Kentucky, in collaboration with the Appalachian Adult Education Center (AAEC), moved to develop an adequate and effective GED test preparation series. The series consists of 34 one-half hour color videotapes and three interactive user's guides that encourage active learning. In a national study conducted at Teacher's College, Columbia University, the series was found to have the highest impact on adult education practices as compared to similar projects (Community Education Comparative GED Strategies, 1975).

Very little research exists on the use of printed materials in adult education programs, specifically for GED test preparation. Two studies which might be relevant can be found in Holmberg's (1981) treatment of college-level correspondence study. He cited Child as saying that "no studies show correspondence study students do less well than other students, a number which show they do as well, and a number which show they do better" (Holmberg 1981, p. 61). Perraton, however, stated that correspondence study worked well only with literate students (cited in Holmberg, 1981, p. 81). Holmes, Morgan, and Bundy (1976) addressed the issue in a chapter

titled "Written Communication in Adult Education". They stressed the option of using printed material (for those who can read) in the form of newsletters, bulletins, pamphlets, and newspapers.

One program which used the newspaper as a tool for preparing students for GED testing was "Never Too Late". The Vineland, New Jersey Adult Community Education program responded to the needs of those adults who were unable to attend more formal sessions held in public locations. Lessons were developed which would prepare students for all areas of the GED exam and were then published bi-weekly in the local newspaper. Answers and explanations were provided to give immediate reinforcement of learning. In addition, a hotline was established to give students immediate answers to questions that could not be answered with the use of the newspaper.

In summary, distance education has an important potential for reaching far more adults with adult education programs than might be reached with more formal programs held in specific locations, particularly adults in rural areas. Freire (1970) said that what the undereducated (oppressed) need is a voice. The media provides a voice when used effectively. A review of the literature suggested this occurs when it is andragogically based and when used in combination with other forms of instruction.

Educators of Adults

Teachers and Tutors

Knowles has been largely responsible for acquainting American adult educators with the concept of andragogy. Stated simply, it is helping adults learn how to learn. Intrinsic to the concept of andragogy is the respect for the adult as a self-directed learner. Self-directed learning, according to Knowles, can occur either with or without the assistance of others. It seems then that the ultimate goal of adult education would be for the student to be a self-directed and an independent learner. Thistlethwaite (1983) discussed the concept of field-dependent and field-independent learners. She cited the work of Witkin and Even who caution that not all adults will be independent learners. Field-independent learners typify the self-directed adult whereas field-dependent learners need help developing and structuring their learning environment. The point at which an adult's motivation to learn is great enough to foster self-direction is a focal point of the teaching/learning exchange in adult education. It seems that at some point, though, most adult learners will want and need the services of an educator.

Historically, the role of developing and structuring the teaching/learning environment has fallen to adult educators on a full-time, part-time, or volunteer basis. Most full-time adult educators were trained in some other discipline and chose

to pursue the field of adult education only after several years of experience (Grabowski, 1981). Cyril Houle (1970) observed a growing sophistication about adult education and careers in the field because of a "confidence born of observable accomplishment" (p. 119). Despite this increased interest and sophistication, much of the teaching of adults is still being done by part-time teachers, tutors, paraprofessionals, and volunteers (Grabowski, 1981). None of these titles for educators describes a mutually exclusive discipline; a volunteer may be a tutor, a teacher a volunteer and so forth. Because of this, the review of literature focused first on the topic of educators of adults in general and then, because of their historical and contemporary importance in the field of adult education, looked at the role of the volunteer.

Whatever label the educator wears, whatever function is served, the responsibility is the same. According to Godbey (1978):

A person who intends to change the behavior, beliefs, attitudes, skills, and feelings of another has serious responsibilities. The teacher must be able to look clear-eyed into the mirror and say "What I am attempting to do with another human being is for their good and for the greater good of humanity." (p. i)

Much has been written and philosophized about the adult educator. According to Buskey (1979), administrators have identified the following qualities as important in an adult educator: "a thorough knowledge of the subject, an attractive

personality, a skill in using a variety of educational techniques, flexibility and adaptability in teaching, empathy with the adult student, practical experience, thorough preparation as teachers, cooperativeness, and the ability to learn new skills" (p.4).

Kidd (1973) described the role, of an adult educator as contingent upon an ability to: "animate or inspire attention, present information or demonstrate processes, raise relevant questions, clarify difficulties or obscurities, draw parallels or find relationships, reflect feelings, express agreement and support, and evaluate or develop the learners' capacity for self-evaluation" (p.293).

Moore and Hoskins (1982) acknowledge the importance of teacher competencies and developed the concept further by stressing the importance of self-appraisal by the adult educator. They listed the lack of administrative support, part-time (or volunteer) status, and absence of peer interaction as primary indicators of the need to self-assess their teaching competencies. The Adult Educators Assessment Inventory (or Self-Assessment Inventory, SAI) developed by Burrichter and Gardner, (cited in Moore and Hoskins, 1982), was designed to serve this purpose. Moore and Hoskins (1982) found four of the ten scales in the SAI to be statistically reliable and concluded that the remaining scales needed further revisions.

Although teaching style has not been the subject of many investigations in the field of adult education, its importance has been suggested by several prominent writers. Kidd (1973) outlined teaching styles in terms of opposing tendencies; that is, "permissiveness versus control, aggressiveness versus protectiveness, or emphasis on content versus emphasis on participation" (p.295). Moore and Sellers (1982) suggested the integration of teaching and learning styles to provide higher quality interaction in the teaching/learning exchange. One instrument available to determine the teaching style of adult educators is Brostrom's Teaching Style Inventory (TSI) (cited in Moore and Sellers, 1982). It is based on the assumption that educators' styles reflect one of four modes: behaviorism, functionalism, structuralism, or humanism. Moore and Sellers research study on the reliability of the TSI concluded that further revisions would have to be made in the instrument to establish reliability.

It seems then that the adult educator must judge the quantity and quality of involvement to make in the teaching/learning transaction based on several factors. The student's degree of self directedness is one indicator. The educator's teaching style is another. Both depend upon the personal and professional qualities and abilities of the educator.

Volunteers in Adult Education

Ronald Reagan has called for "each one to teach one" but the roots of volunteerism are as old as the country itself. A century ago, the Frenchman Alexis de Tocqueville observed the important roles that volunteers played in America (Ilsley & Niemi, 1981).

Women have traditionally been the predominant source of volunteers (Confer, 1981). One voluntary literacy organization, Laubach Literacy, known in this country as the National Affiliation for Literacy Advance (NALA), reported that in 1973 approximately 90 percent of its volunteers were women.

Confer (1981) stated that because of the changing role of women in American society and with more women joining the work force, the volunteer population has become increasingly more varied in its background. Like any other educational endeavor, however, the successful utilization of volunteers is dependent upon several key factors. Ilsley and Niemi (1981) categorized the utilization process into four components: recruitment and selection, training and placement, guidance, and administration. Hunter and Harman (1979) illustrated the application of the process within the NALA organization. The NALA's recruitment program is aimed almost exclusively at the public's social conscience. They strive to keep the public aware of the extent and seriousness of the illiteracy problem in the country. The NALA's training program is conducted by

local affiliates in preservice workshops. Administration and guidance is also the responsibility of local affiliates which are loosely related to an executive committee and a national office.

Confer (1981) proposed a model training program for volunteers that should have three primary features. He felt it should provide the greatest possible opportunity for volunteers to identify and learn skills and knowledge that would be most valuable to them as volunteers. It should establish an environment where participants would be able to test areas of their abilities that they believed to be their weaknesses. And last, he felt that a model training program should reinforce volunteers' own behavior change from a teacher-dependent learner to an independent learner.

Brown (1982) sought to further clarify the role of volunteers in adult education programs. She developed a questionnaire designed to identify major competencies and attributes needed by volunteer literacy tutors. NALA and LVA volunteers were the respondents. They rated a positive interpersonal relationship as a major concern of volunteers. Additional areas that they felt needed to be examined were the identification of learning needs, styles, and learning rates of students. They also rated preservice training as being crucial to providing a solid background of techniques, skills, and understanding. They felt that the diversity of backgrounds of

volunteers should be accommodated for in both preservice and inservice training. Brown's study was especially interesting in that it seemed to contain essential aspects of the field of andragogy, as perceived by the volunteers.

Other Comparative Studies

The Appalachian Adult Education Center (AAEC) conducted a study in 1975 to assess different methods of preparation for GED testing. It was designed to compare the different types of delivery systems: a support program alone, instructional television alone (KET tapes), and instructional television plus personal contact. An analysis of variance of gain scores between student groups yielded no significant difference among delivery systems. They concluded that instructional television teaches as well as any other instructional method and that student achievement seemed to depend more on the nature of the student than the form of instruction.

A similar study was conducted in 1976 by the Bureau of Educational Research and Field Service at the University of Maryland. They were also testing the efficacy of instructional television (specifically with the use of the KET tapes) for GED preparation, as compared to classroom instruction, no instruction, and a combination of instructional television and classroom. Groups were compared using the analysis of covariance procedure. No significant difference among the

groups was found. In addition to concluding that instructional television worked as well as other methods for preparing for the GED exam, they suggested the need for future research to focus on consumer satisfaction.

The Final Report of a similar project conducted in 1976 at the Reading Area Community College reported the same results. The author, Bosjolie (1977), added an additional dimension in his final recommendations. He suggested that although the KET tapes were as effective as classroom instruction, counseling services could be valuable if they were integrated into the program.

Two studies of Cervero's (1977 & 1983) form a solid base for GED test preparation research. In a study conducted in 1977 on the use of instructional television for GED test preparation, he found that differences among groups (those who used KET tapes and those who used some other method) were statistically insignificant on total scores and reading sub-test scores. Those who prepared with instructional television performed significantly higher in grammar and significantly lower on the mathematics subtests. (Significance was set at the .05 level). In addition, he found that tutorial assistance was sought at least once by 44 percent of the instructional television group, with one-third of them attending two to six sessions. Cervero stated that when compared to college level students enrolled in television

courses, this behavior is significantly different. He argued that it seemed to indicate that a significant number of adults in remedial education needed and desired the tutorial exchange.

In 1983, Cervero reported the results of his comprehensive study of GED test candidates' preparation for and performance on the exam. A random sample of 3,341 questionnaires were chosen from a GED Testing Service's survey conducted nationwide in 1980. The random sample comprised 26.4 percent of the 12,646 questionnaires obtained in their survey. Although the results of Cervero's analysis showed those participants who did not prepare for the exam performed better at a statistically significant level than those participants who did prepare, he cautioned that the only conclusion that could be made was that knowing whether a candidate prepared for the test does not help to predict his/her test performance. In addition, he found that about 20 percent of the candidates took the exam with no preparation and another 50 percent prepared for fewer than 50 hours. He concluded by predicting that by 1990, over 20 percent of the diplomas granted in the country will be GED certificates.

Summary

Comparative studies of GED test preparation strategies were almost unanimously consistent in their findings. No method of instruction was found to be statistically more effective than any of the others. However, those methods offered by distance education have the distinct advantage of reaching adults, particularly adults in rural areas, who might not otherwise be reached. On the other hand, studies have shown that not all adults are independent learners as characterized by distance education. The role of the adult educator then becomes an important one. Cervero (1977) concluded that a significant number of adults in remedial education programs needed and desired the tutorial exchange. A sensitive, enlightened adult educator can provide the support and instruction needed to enhance an adult's learning situation.

CHAPTER III

PROCEDURES

The procedures described in this chapter are those which were followed in the investigation of the following: (a) which mode(s) of instruction was most effective for GED Test preparation, and (b) which qualities were rated by the students as important assets for adult educators.

Project GRADS was developed and implemented in Huntingdon County, Pennsylvania by Geoffrey Lucas and Harold Kimmel. Although the project was not connected with Pennsylvania State University, the directors realized that the project contained information and data which could be used to investigate adult education programs. Thus, although their data were used as the basis for this research study, it should be noted that the project was not designed for that purpose. Project GRADS was designed as an outreach program and intended to meet the needs of as many adults as possible.

Modes of Instruction

A total of 149 students in Project GRADS earned their GED certificate by obtaining a passing score on the GED Test. Of those students, 71 took the GED Practice Test (Cambridge, NY) midway through the program, and thus had a gain score. It was

felt that a gain score was more reflective than a final score of which mode(s) of instruction seemed most effective for test preparation. The gain scores were therefore used for the statistical analysis in this investigation.

The GED Practice Test has a reliability coefficient of .75 (Musgrove, 1981) and the official GED Test has a reliability coefficient of .90 or above. Experimental and norming studies with high school students found that these levels were confirmed with current GED Tests (Patience & Whitney, 1982).

Upon completion of the project, students who received their GED certificate indicated which mode(s) of instruction they used for preparing for the exam. There were five modes available: (a) television broadcasts of KET tapes, (b) newspaper lessons, (c) GED study guides, (d) study site with tutoring, and (e) study site with tutoring and KET tapes. Thus, there were five methods which produced 32 possible combinations of methods. A one-way analysis of variance (ANOVA) was used to compare the different groups. The mode(s) of instruction was the independent variable and the gain score was the dependent variable. The .05 level was used to determine significance. The Mini-Tab Data Analysis (Pennsylvania State University, 1982) was utilized for the analysis of data.

In addition, an ANOVA was used to compare tutored and non-tutored groups. Tutored groups were identified as those who

had used options (d) and/or (e) listed above.

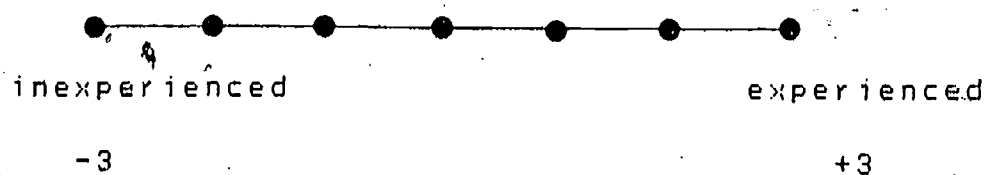
Students' Perceptions of Tutors

A review of the literature revealed several qualities which were rated as important assets in teachers of adults. These qualities were used to develop a questionnaire which examined rural adults' perceptions of tutors in adult education programs. (See Appendix A)

The questionnaire was distributed to those students in Project GRADS who indicated that they had used tutorial services. The students had the option of either completing and returning the questionnaire (which therefore indicated their informed consent) or choosing not to respond. (See Appendix B)

Bipolar adjectives were used to describe the assets of teachers of adults. These included inexperienced-experienced, unkind-kind, unavailable-available, boring-interesting, stupid-intelligent, rigid-flexible, unsupportive-supportive, unmotivated-motivated, strict-permissive, disinterested-interested, and teachers who encouraged dependence-independence, and compliance-participation. These were scaled from -3 to +3 in the semantic differential format suggested by Osgood, Suci, & Tannenbaum (1957). For example:

My teacher was



A total of 24 items, constructed in the above manner, were included on the questionnaire. To avoid the possibility of students marking all of the scales in the same place, positive adjectives (those which described an important quality for a teacher of adults) did not always appear on the right side of the scale. Students rated the tutorial services they obtained in Project GRADS on the first 12 items. The second set of 12 items assessed the students' perceptions of the qualities that should be possessed by adult educators in an ideal situation. The mean response and standard deviation were computed for each item.

Table 4
Analysis of Variance:
Comparison of Tutored and Non-tutored Groups

ANALYSIS OF VARIANCE ON GAIN				
SOURCE	DF	SS	MS	F
C3	1	851	851	5.17
ERROR	69	11343	164	
TOTAL	70	12194		

The analysis of the data revealed that there was a significant difference between the two groups as evidenced by the F value of 5.17 at $p > .05$. In this case, the null hypothesis could be rejected; the limitations of the study, however, suggest that this should be done with caution.

Students' Perceptions of Tutors

Table 5 represents the results of the statistical analysis of the questionnaires which were returned by those students who received tutoring.

Table 5
Results of Analysis of Questionnaire Data

Item	Concept	Mean	Std. Dev.
1	inexperienced - experienced	2.92	.354
2	unkind - kind	2.90	.502
3	unavailable - available	2.87	.522
4	boring - interesting	2.79	.694
5	stupid - intelligent	.84	.365
6	rigid - flexible	2.66	.926
7	unsupportive - supportive	2.89	.502
8	unmotivated - motivated	2.89	.383
9	strict - permissive	1.38	1.650
10	disinterested - concerned	2.97	.160
11	encouraged dependence-independence	1.24	2.508
12	encouraged compliance-participation	2.81	.517
13	inexperienced-experienced	2.95	.324
14	unkind-kind	2.87	.409
15	unavailable-available	2.82	.601
16	boring-interesting	2.87	.404
17	stupid-intelligent	2.74	.677
18	rigid-flexible	2.34	1.343
19	unsupportive-supportive	2.97	.158
20	unmotivated-motivated	2.89	.307
21	strict-permissive	1.26	1.915
22	disinterested-concerned	2.92	.266
23	encouraged dependence-independence	.92	2.728
24	encouraged compliance-participation	2.82	.509

Items 1-12 represent students' tutorial experiences in Project GRADS, and items 13-24 offer a comparison by representing students' perceptions of ideal characteristics of tutors.

Appendix C presents a graphic representation of the above data.

Questionnaire data were analyzed in two ways. First, a comparison of students' responses on related items (that is, their actual experiences compared with their perceptions of an ideal situation) revealed very little difference between the means on related items and the standard deviations on related items. This suggests a favorable experience in Project GRADS. Second, a look at the standard deviations and the means revealed that, on most items, the students agreed with the literature. However, their opinions deviated from the findings in the literature most strongly on items 9-21 and 11-23.

CHAPTER V

SUMMARY,

CONCLUSIONS AND RECOMMENDATIONS

Summary

Project GRADS, in Huntingdon County, Pennsylvania, was an outreach program designed to meet the needs of the 40 percent of the predominately rural population who did not possess a high school diploma. Multi-modal delivery systems were available to assist those people who wanted to obtain a GED high school equivalency certificate. A total of 149 students earned a certificate by obtaining a passing score on the test.

This study investigated two facets of the project. First, the effectiveness of the various methods, or combinations of methods for test preparation, were compared. The methods included cablecasted KET tapes, GED home study guides, newspaper lessons, study site with tutoring, and study site with tutoring and KET tapes. An ANOVA indicated no significant difference between any of the methods or any of the combinations of methods. However, an additional ANOVA which compared those method combinations that included tutoring with those that did not yielded a significant difference between the two groups ($p > .05$). Second, a questionnaire was designed to assess students' perceptions of twelve qualities of adult

educators. It also compared their experiences in the program with their perceptions of an ideal situation. Students tended to disagree most strongly with the qualities of adult educators on one item - teachers who encourage independent learning. Because there was little or no difference between their experience in Project GRADS and their perceptions of an ideal situation, it appeared that most students had a favorable experience in the program.

Conclusions

Despite the limitations inherent in this research study, several of the findings are worthy of discussion. Project GRADS was able to serve far more adults than might otherwise have been reached, especially in an area as rural and geographically remote as Huntingdon County, through the use of distance education delivery systems. But despite this advantage, some of the results suggested that more personal contact is not only preferred, it might also be more effective. The ANOVA of tutored and non-tutored groups, as represented in Tables 3 and 4, offered some support for this conclusion. In addition, a review of the literature revealed that it was believed that adult educators should encourage independent learning in adult students. This was the item that students tended to disagree most strongly with the literature. Perhaps this can be further

supported with the following anecdote.

On the evening of the Project GRADS graduation, one student was asked to share her experiences during the Project. She was an adult female, over the age of 60, who had never completed her high school education despite a successful business venture. Project GRADS offered the opportunity for her to study for a GED certificate while continuing to operate her own lucrative and time consuming business. She found, though, that studying on her own with the aid of distance delivery systems was not proving effective. She related this to her son who said "Mom, you just can not do this on your own." She agreed, and at this point, sought the aid of tutorial services at a study site. She proved to be one of the more successful students and was delighted and proud with the progress she made and the resulting diploma she received.

Recommendations

The review of literature regarding rural adults' participation in adult education programs indicated that this area has been insufficiently researched; therefore, more studies are needed. Based on the experiences and findings derived from this study, the following recommendations are suggested:

1. Future studies of this type should stress random assignment of study modes to randomly assigned groups of

equal sample size. The question also arose in this study as to whether the choice of methods was independent of other factors such as age, occupation, marital status, number of dependents, location site, and possible other factors.

2. Future investigations should have at least 30 subjects in each experimental group.
3. More information could be obtained concerning students' interpretations of bipolar adjectives on the questionnaire, particularly on the interpretation of dependent-independent learning.

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APPENDIX E

Summary of Findings

- | | | |
|--|--|-----|
| (1) Total # of students enrolled in "GRADS"
(includes SCIT + county prison) | | 378 |
| (2) Total # of graduates | | 149 |
| (3) Percentage who earned GED's | | 40% |
| (4) # in the north (Huntingdon, MT.
Union + north) - includes SCIT | | 283 |
| (5) # in the south (Southern Huntingdon) | | 95 |
| (6) Percentage ^{enrolled} who earned GED's (from
the north) - 98 people | | 36% |
| (7) Percentage ^{enrolled} who earned GED's (from
the south) - 52 people
(3 men) (49 women) | | 54% |
| (8) Females enrolled from the north | | 148 |
| (9) Females enrolled from the south | | 70 |
| (10) Percentage ^{enrolled} who earned GED's (females
from the north) (58 women) | | 39% |
| (11) Percentage ^{enrolled} who earned GED's (females
from the south) | | 69% |
| (12) Total # of female participants ^{of female enrollees} that
earned GED's - 107 | | 49% |
| (13) Total # of male participants ^{of male enrollees} that
earned GED's (includes SCIT) - 42
(22 - SCIT; 17 - North; 3 - South) | | 26% |

TOTAL # of female participants - 218
 TOTAL # of male participants - 160

ratio of
 6:1
 (Men of North
 vs men from
 South)

— over —

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13b. Percentage enrolled who earned GED's
(men from the South) - 3 men

120

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Summary of Findings P.3

(14) Last grade completed (includes inmates)	9.7
(15) Average GED test score (includes SCIH inmates)	260
(16) Civilian average GED test score	263.
(17) SCIH Average GED test score	241.6
(18) Average practice test score (includes SCIH inmates)	250
(19) Civilian average practice test score (only 84 out of 127 were available)	252
(20) SCIH average practice test score (only 13 out of 22 were available)	235
(21) Average age (combined):	31
civilian	35
SCIH	27

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- Study Sites w/ tutoring only - 14
- Study Sites w/ tutoring (includes newspaper lessons) - 6
- Study Sites w/ tutoring (includes T.V. + study guides) - 88
- Study Sites w/ tutoring (includes T.V., study guides, newspaper + supplement) - 19
- Study Site w/ T.V. + newspaper lessons - 7
- T.V. w/ study guides - 6
- T.V. w/ study guides + newspaper lessons - 7
- T.V. w/ newspaper lessons - 2

149



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ET98

"GRADS" EVALUATION

Composite

Please respond to the following items by noting your feelings and/or thoughts about the statements listed. Be as honest as you can, for the results will assist in the development and direction of future adult education programs.

1. Below are the six "GRADS" options. Put a 1 next to the option that you feel was most important to you, a 2 by the next most important option, and so on... If you did not use a particular option, omit numbering it.

- () TV cable GED lessons at home
- () The three GED study guides
- () The Daily News newspaper lessons
- () The large lesson supplement book
- () A study site with videotapes and volunteers
- () The VCR tapes at the library

See yellow sheet

2. As a result of Project "GRADS" (circle the number that best describes your thoughts),

- a. I am more confident in my abilities.

Strongly Disagree		Mildly Disagree		Mildly Agree		Strongly Agree
1-0	2-0	3-0	4-2	5-6	6-11	7-32

- b. I feel that my time in the program was well spent.

Strongly Disagree		Mildly Disagree		Mildly Agree		Strongly Agree
1-0	2-0	3-0	4-2	5-2	6-5	7-49

- c. I have been able to apply the information received during the program into my present work setting.

Strongly Disagree		Mildly Disagree		Mildly Agree		Strongly Agree
1-1	2-1	3-3	4-6	5-15	6-13	7-12

- d. I've been able to plan realistic goals which will further my development.

Strongly Disagree		Mildly Disagree		Mildly Agree		Strongly Agree
1-0	2-0	3-3	4-6	5-14	6-10	7-22

- e. I was able to make an accurate assessment of my abilities.

Strongly Disagree		Mildly Disagree		Mildly Agree		Strongly Agree
1-0	2-0	3-1	4-1	5-12	6-9	7-32

3. The volunteer instructors & helpers showed (circle the number that best describes your feelings).

- a. Knowledge & expertise on the content of this GED program.

Strongly Disagree		Mildly Disagree		Mildly Agree		Strongly Agree
1-0	2-0	3-0	4-3	5-3	6-4	7-44

- b. An ability to create a learning atmosphere.

Strongly Disagree		Mildly Disagree		Mildly Agree		Strongly Agree
1-0	2-0	3-0	4-3	5-3	6-4	7-44

CONTINUED ON OTHER SIDE

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c. An ability to personalize and care about the participants.

Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree
1-0	2-0	3-0	4-1
		5-5	6-5
			7-38

4. Please answer the following questions with either yes or no, whichever is appropriate (Put an X in the space that best applies):

a. If you did not complete Project "GRADS", would you consider enrolling in a program like this if it were offered again?

38 () yes 0 () no 17 () does not apply

b. Do you think that this project should be continued in future years?

56 () yes 0 () no

c. Do you think that the local school districts should offer a project similar to this one?

56 () yes 0 () no

d. Would you be willing to serve as a volunteer in any future project?

31 () yes 25 () no

5. List some of the things that you particularly liked about Project "GRADS" (Be brief though specific):

6. Are there some things that might improve programs like Project "GRADS" (Please be specific & brief)?

7. Additional comments about the project will be appreciated.

In order to insure confidentiality, please do not sign this form.

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56 - resprided

127 - sent questionnaires (less SC/H inmates) P. 1

(yellow sheet)

#1.

1st choice 2nd choice 3rd choice 4th choice 5th choice 6th choice Did Not Respond

TV Cable GED
Lessons at Home

1 3 1 1 6 0 44

The 3 GED Study
Guides

13 15 8 0 0 1 19

The Daily News
Newspaper Lessons

3 8 6 5 1 0 33

The Large Lesson
supplement Book
(great newspaper
lessons)

7 13 8 5 2 0 21

2 study site w/
video tapes & volunteers

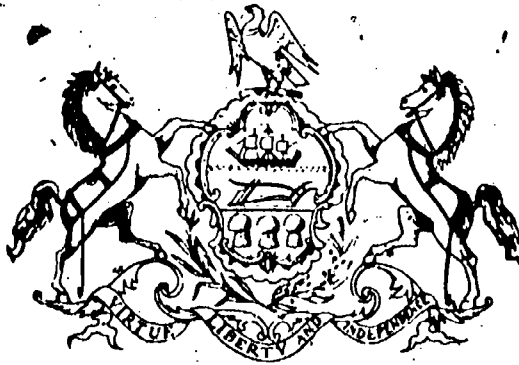
32 10 1 1 0 0 12

The VCR Tapes
at the library

0 1 1 2 0 7 45

APPENDIX F

Bob Tubeliner
(letter)



30TH DISTRICT
ROBERT C. JUBELIRER
909 EAST PLANK ROAD, REAR
P. O. BOX 2023
ALTOONA, PA 16603
814 942-5495

THE STATE CAPITOL
HARRISBURG, PA 17120
717 787-5490



COMMITTEES

RULES, CHAIRMAN
APPROPRIATIONS
JUDICIARY
MILITARY AND VETERANS AFFAIRS

September 21, 1983

Mr. John Neumann
7 South Shaver Street
P. O. Box 117
Mount Union, PA 17066

Dear John:

Thank you for inviting me to the kick-off luncheon of the Advisory Committee of the Grass Roots Alternative Diploma Study (GRADS) Project. Please express my sincere congratulations to the Committee for their outstanding efforts to initiate this project.

The combined cooperation of the Huntingdon County Schools, Huntingdon TV Cable Company, the local newspapers, the Vocational Technical School and the Advisory Committee is to be commended. The GRADS Project, the first of its kind in Pennsylvania, will provide an excellent educational service to the citizens of Huntingdon County.

I look forward to hearing more about this Project as it progresses and, if I can be of any assistance, please feel free to contact my office.

Sincerely,

Robert C. Jubelirer
Senator, 30th District

RCJ:spa



The
Senate
of the
Commonwealth of Pennsylvania



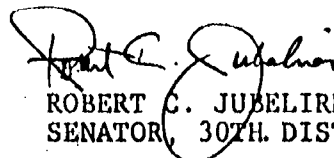
SENATE OF PENNSYLVANIA

GREETINGS:

On Monday, September 26, 1984, Project "GRADS" (Grass Roots Alternative Diploma Study) began. This project sponsored by the Adult Education and Training Division of the Pennsylvania Department of Education made it possible for those Huntingdon County residents who did not have a high school diploma to earn one.

Huntingdon County is to be commended for recognizing this need and developing this program using all available sources to provide preparation for the GED (General Equivalency Diploma) Test. This program is the first of its kind in Pennsylvania.

Tonight marks the graduation of those Huntingdon County residents who have reached their goal, accomplishing a high school diploma. My best wishes to these graduates for a future that is full of achievement.


ROBERT C. JUBELIRER
SENATOR, 30TH DISTRICT.

June 25, 1984

THE WHIP



HOUSE OF REPRESENTATIVES
COMMONWEALTH OF PENNSYLVANIA
HARRISBURG

August 14, 1984

Geoffrey S. Lucas
P.O. #1, Box 243-A
Punnett, Pennsylvania 16652

Dear Mr. Lucas:

Thank you kindly for your recent correspondence concerning GRADS and the Certificate of Appreciation.

It was a pleasure being able to help you and Mr. Kimmel with this educational program.

It is hoped you are enjoying a nice Summer.

With warm personal regards, I remain

Sincerely,

A handwritten signature in dark ink, appearing to read "Sam", written over a horizontal line.

SAMUEL E. HAYES, JR.

SEH/lam

cc: Harold S. Kimmel

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Commonwealth of Pennsylvania
Office of the Treasurer
Harrisburg 17120

R. BUDD DWYER
TREASURER OF PENNSYLVANIA

June 29, 1984

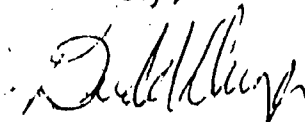
Mr. Geoffrey Lucas
Education Department
State Correctional Institution
Drawer R
Huntingdon, PA 16652

Dear Mr. Lucas :

Thank you very much for inviting me to speak at the graduation ceremonies of the Grass Roots Alternative Diploma Study Program. It is a unique program, which can be implemented nationwide.

Thank you again and best wishes.

Sincerely,


R. Budd Dwyer
Treasurer of Pennsylvania

RBD/dq



THE DAILY NEWS

325 Penn Street

Huntingdon, Pa.

Phone 643-4040

16652

August 20, 1984

Dear Geoff and Harold,

Thank you so much for the certificate from the Commonwealth's Department of Education for our participation in the wonderfully successful "GRADS" program.

We seem to be having a heavy flow of critical mail these days so your thoughtfulness provided a breath of fresh air.

Cordially,

Josephine B. McKeen
Josephine B. McKeen

Editorially Speaking...

The Daily News
P. 7
3-6-84

That continuing fight

One of the ongoing battles in Huntingdon County as well as throughout the nation is the continuing job of providing the opportunities and incentives necessary for our citizens to acquire a basic education.

This basic education is vital for men and women to function fully as individuals, as parents, as workers and in the civic interest of their communities.

We have been very fortunate in the county because of the ongoing efforts of the Huntingdon County Literacy Council, the General Equivalency Diploma programs in various school districts and opportunities for adult training available in the various schools and the Huntingdon County Vocational Technical School.

However, even with these opportunities available sometimes it takes special incentive to get people to take action that they know is in their self interest.

The Grass Roots Alternative Diploma Study, Project GRADS, is now winding down with the participants having already taken the GED test or planning to take the test in the near future.

It was a concentrated effort involving participants from throughout Huntingdon County.

The program benefitted from hard working and dedicated leaders and the support of business, school and civic organizations and the individual efforts of the one-on-one volunteers.

We salute the people who took part in this continuing fight.

Southern to have GRADS testing

The Daily News
3-14-84
p. 6

For the first time ever, the GED test will be offered at the Southern Huntingdon County High School. All those persons living in the Mount Union Area, Broad Top Area, and Southern Huntingdon County Area are urged to take advantage of this opportunity, particularly all those who have been involved in any way with the GRADS project.

Interest has run extremely high all during the GRADS project in the southern end of the county. Both the Southern Huntingdon and Mount Union sites have held a consistently large enrollment. As a result, it has been possible to establish a satellite testing center at Southern Huntingdon County High School.

Two testing dates have been scheduled: one on Friday and Saturday, March 16 and 17, and one on Friday and Saturday, March 23 and 24. Anyone wishing to take the GED test can sign up at the high school on either of the Friday nights between 5:30 and 6:00 p.m.

The test is open to anyone over the age of 18, whether or not they have been in the GRADS project. The cost for taking the test is \$15.00.

For those who would like to find out just where they stand prior to taking the GED test, there are free practice tests available. These practice tests can be picked up at any branch of the Huntingdon County Library, either at

Mount Union or Orbisonia, during normal library hours.

These practice tests are fairly accurate and will give you a pretty good idea of how you will score on the actual GED test. They can also pinpoint for you any specific areas in which you may have a weakness. If nothing more, the practice test will tell you if you should invest the \$15.00.

If you wish to take advantage of the practice testing, first pick up a copy of the practice test and answer sheets at the Orbisonia or Mount Union Branch Library. Then observe the directions and time yourself very carefully (or have someone time you).

Then, return the test and answer sheet to the library; your test will be scored. If you leave a phone number, officials will call you with the results. If you have no phone, leave a number that they call and leave your scores.

The GED test examines five skill areas: writing skills (English), social studies, literature, and math. Testing begins on Friday evening, between 5:30 and 6:00 p.m., and continues half a day on Saturday. Pencils are provided.

Additional testing dates will be scheduled at Huntingdon Area High School in April, May, and June. You owe it to yourself to take advantage of this opportunity.

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Program Nears End

GRADS Test Schedule Given

The General Equivalency Diploma testing schedule for the completion of the GRADS program has been outlined by the developers of the countywide program.

Testing dates will be available in February, March, April, May and June.

In each segment testing begins at 5:30 p.m. on a Friday evening and continues for one-half day on Saturday.

Before taking the actual GED test all participants are urged to practice test. The practice tests can reliably predict how the person will do when taking the actual GED test. The practice tests are available at the Huntingdon County Library or at anyone of the GRADS contact sites. The practice tests are free.

Data on the testing times and procedures follows. Pencils are provided at the test sites.

Dates, Times and Location
February 24 and 25, Huntingdon Area High School;
March 16 & 17, and 23 & 24, Southern Huntingdon High School; April 13 and 14, Huntingdon Area High School; May 11 and 12, Huntingdon Area High School and June 15th and 16th, Huntingdon Area High School.

Test and Maximum Time Limit

(1) Writing Skills (English), 75 minutes; (2) Social Studies, 90 minutes; (3) Science, 90 minutes; (4) Reading Skills (Literature), 60 minutes and (5) Math, 90 minutes.

Dwyer to address GRADS audience

State Treasurer R. Budd Dwyer will be the keynote speaker for the project GRADS graduation ceremony, scheduled for 8 p.m. Monday, June 25, at Oller Hall, Juniata College.

GRADS, which stands for Grass Roots Alternative Diploma Study, was an experimental county program aimed at those adults in the area (nearly 40 percent) who lacked either a high school diploma or a GED equivalency diploma.

GRADS eventually boasted an enrollment figure of nearly 300. In all, eight contact sites around the county and 30 volunteers provided GED instruction and personalized help and assistance enabling approximately 175 adults to earn their equivalency diplomas.

This effort was further intensified through the cooperation of all Huntingdon County school districts, local social service agencies, the Pennsylvania Department of Education (PDE) and area industries.

Volunteer project directors Harold Kimmel of Rockhill and Geoffrey Lucas of Huntingdon, both PDE employees working at the Huntingdon SCI, feel that "basic education is vital for men and women to function fully as individuals, as parents, as workers and in the civic interest of their communities."

Both directors are proud of their first graduating class. Future plans are already in the making for further outreach efforts throughout the county.



R. BUDD DWYER

Dwyer is a graduate of Allegheny College where he earned a Bachelor's degree in Economics (1961) and a Master's in Education (1963). He went on to graduate with a law degree from the Dickinson School of Law in 1978.

As State Treasurer, he has made efforts to modernize the Treasury Department, invested record amounts of state revenues, led a crackdown on fraud resulting in over

Dwyer

(Cont'd from Page 1)

170 arrests and installed the toll-free WASTELINE.

This former state senator and former representative, his wife Joanne, and their children, Rob 18 and Dyan 16 reside in the Harrisburg area. He is a member of numerous

professional and service organizations including the Crawford and Dauphin County Bar Association and the National Education Association.

The "GRADS" program is to be highlighted by an informal reception which will follow the ceremony.

The ceremony will honor the hard-working graduates many of whom scored exceedingly well on the GED test. Special attention will also focus on the volunteers who unselfishly donated their time and talents to make "GRADS", as one student has aptly stated, "a class act."

If you were a "GRADS" participant or used any of the "GRADS" materials in obtaining your GED equivalency diploma and you have not yet received an invitation to attend the graduation ceremony at Juniata College, please contact either director at 643-2400.

The public is invited to attend the graduation program. State Rep. Sam Hayes and other local dignitaries will be in attendance.

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(Cont'd on Page 2)

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G. E. D. GRADUATES 1983-1984

PROGRAM

Prelude

Processional Mr. John Hancharik, Organist

Invocation Fr. Timothy Swope

Presiding Mr. Robert Kough

Welcoming Remarks Mr. James Betsill

Introduction of Speaker Mr. Steven Polte

Address Dr. Merrill Arnold
Superintendent of Schools
Forbes Road School District

Special Selection House of Relics
Under The Direction of Mr. James Salko

Phil Reisinger, William Bibbs, Charlie Fountain, John Hancharik, Donald Wilson,
Kenny Fuller, Tony Dunlap, Mark Stachara, Kevin Gaskill

Presentation of Graduates Mr. Thomas Fulcomer

Awarding of Diplomas Mr. James Betsill

Benediction Fr. Timothy Swope

Recessional Mr. John Hancharik, Organist

Ronald D. Bayhurst
Calvin W. Blackson
Dave K. Brosey
Anthony C. Brown
Perry L. Bruner
Johnny D. Chaffnell
Michael G. Clark
Marcel J. Cook
Henry L. Culver
Fredrick C. Daniels
Maceo P. Deal
Rafael Dominguez
James E. Douglas
Derek R. Ellies
James A. Evans
William A. Fields
Bruce A. Geiger
James Gibon
Richard J. Harris
Troy A. Headen
Todd W. Heck
Craig J. Holloway
Leevaster Howard
Louis W. Jones
Dennis M. Kearney
Francis E. Kenny

Hubert Kitchen, Jr.
Dennis K. Klick
Larry Lambert
Thomas J. Laughner
Thomas R. Lee
Charles F. Lynch
Eric J. Lyons
William T. McNamee
Samuel J. Meriweather
David C. Miller
William A. Miner
James K. Newsome
Gary L. Osnell, Sr.
Raul Pacheco, Jr.
Steven G. Rendleton
Michael G. Perry
Michael A. Rinaldi
Michael A. Ruiz
Delgado Scott
John R. Selva
Terry L. Shumac
Walter Spallone
Robert Steele
Orlando B. Stewart
Darnell Williams
Glen H. Winokur

FACULTY

Merrill Arnold
Nelson Baer
Rick Bayer
Mike Dimoff, Jr.
Timothy English
William Gill
Paul Gregory
Marilyn Hearn
James Hudack
Robert Kough

Robert Leamer
Geoffery Lucas
Jed Minaya
Barbara Moser
John Neumann, Sr.
Rick Norris
Douglas Ormsby
Glenn Parks
Frank Robinson
Ron Robison

Merle Shade
Dean Shope
Tim Shope
Jesse Shriner
Donald Steele
Willard Stewart
Thomas R. Streightiff
William Watkin
Benjamin Whitsel

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Program 2

COMMONWEALTH OF PENNSYLVANIA

Dick Thornburgh Governor

William W. Scranton, III Lieutenant Governor

DEPARTMENT OF EDUCATION

Robert Wilburn Secretary

David Campbell Director, Bureau of Curriculum Services

William Mader Chief, Division of Correction Education

BUREAU OF CORRECTION

Glenn Jeffes Commissioner

Erskind DeRamus Deputy Commissioner

STATE CORRECTIONAL INSTITUTION
AT HUNTINGDON

Thomas Fulcomer Superintendent

Emmanuel Wicker Deputy Superintendent for Operations

Anthony Zumpetta Deputy Superintendent for Treatment

EDUCATION DEPARTMENT

Steven Polte Director of Education

Harold Kimmel Field Coordinator

State Correctional Institution

Huntingdon, Pennsylvania

Graduation Ceremony



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Friday Afternoon, June 8th, 1984

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At One O'clock

Honor Graduates

Program

Laura Dixon
 Jeanne Fish
 Mary Hammond
 Theodore Herbert
 Catherine Hunt
 Alma Lantz
 Carl Middaugh
 Lovey Shaffer
 Deborah Wolcott
 Colleen Yetter

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THESE STUDENTS ATTAINED
 A SCORE OF 300 OR HIGHER
 ON THE GED EXAMINATION

Invocation Rev. Albert M. Haught
 Welcoming Remarks Deborah Wolcott
 Introduction Of Guests Harold Kimmel
 Remarks By Honored Guests
 Student Address Dorothy Smith
 Recognition Of Volunteers Geoffrey Lucas
 Introduction Of Speaker Harry Weist
 Address R. Budd Dwyer
 Treasurer, Commonwealth of Pennsylvania
 Presentation Of Diplomas Harold Kimmel
 Geoffrey Lucas
 Closing Remarks Carl Middaugh
 Benediction Rev. Albert M. Haught

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Graduation Ceremonies

Grass Roots Alternative Diploma Study

The Co-Directors of GRADS wish to personally congratulate each graduate, their friends, and families. We also express our most sincere appreciation to all those who contributed in any way to the success of the GRADS program.

*Harold S. Kimmel
Geoffrey S. Lucas*



MONDAY EVENING, JUNE 25, 1984

AT EIGHT O'CLOCK

OLLER HALL—JUNIATA COLLEGE

HUNTINGDON, PENNSYLVANIA

PROJECT "GRADS"
PENNSYLVANIA DEPARTMENT OF EDUCATION
STATE CORRECTIONAL INSTITUTION
HUNTINGDON, PA 16652
Phone: 643-2400

Harold S. Kimmel
Box 235
Orbisonia, PA 17243
Phone: 447-3191

A "31G" PROJECT

Geoffrey S. Lucas
R D #1, Box 243-A
Huntingdon, PA 16652
Phone: 643-3272

Dear High School Graduate:

Does that sound strange to you? Well, that is exactly what you are. It should also sound GOOD! CONGRATULATIONS! You earned it!

Your graduation program has now been planned to honor your achievement. You owe it to yourself, to your family, to Mr. Lucas and myself, and to all those who helped make the GRADS Program possible, to attend. Make your plans now and don't let anything interfere. Many prominent people have been in full support of your efforts all throughout the program. They are continuing their support by providing your graduation program.

Your "Commencement Exercises" will be held on Monday, June 25, 1984 at Oller Hall on the campus of Juniata College in Huntingdon, beginning at 8:00 PM. You must be at Oller Hall no later than 7:15 PM. We have selected Oller Hall because of the size of the audience that we expect to attend. Hopefully, over 500 persons will attend, not counting you, the graduates.

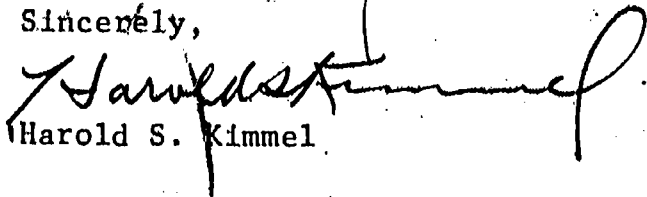
Please complete the enclosed form and return it to one of us just as soon as possible and NO LATER THAN June 11th. Bring your diploma with you to the graduation program. It will be placed in an appropriate diploma cover for presentation during the evening's ceremonies.

When you arrive at Oller Hall you will be met by volunteers and given directions and instructions. If you have any questions, need a map to find Oller Hall, need transportation, or whatever, call either Mr. Lucas or me.

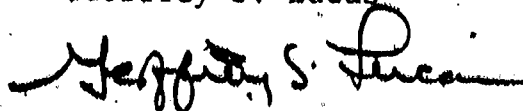
Both Mr. Lucas and I are very proud of you. We are really looking forward to this graduation ceremony and the privilege of personally presenting your high school diploma.

Congratulations, High School Graduate!

Sincerely,


Harold S. Kimmel

Geoffrey S. Lucas



THE DAILY NEWS

HUNTINGDON, MOUNT UNION and SAXTON

TUESDAY, JUNE 26, 1984

PHONE: 643-4040

No. 128



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CONCERTED EFFORT: Last night's graduation exercises for the Huntingdon County GRADS project was the culmination of a communitywide effort. Shown together at the reception following the ceremony are Renee Lucas, GRADS secretary; Geoff Lucas, GRADS organizer; Harold Kimmel, GRADS organizer; State Treasurer R. Budd Dwyer, keynote speaker;

graduate Blanche Shaw of Shirleysburg, volunteer instructor Amy Christopher whose contribution to the program received special recognition; and graduates Edith Hockenberry of Rockhill and Gerry Sheffield of Huntingdon R.D. 1.

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GRADS issues 150 diplomas

By NATALIE S. LOVE Daily News Staff Writer

The some 400 people who gathered at Juniata College's Oiler Hall last night to witness the graduation exercises for Huntingdon County's GRADS (Grass Roots Alternative Diploma Study) program also saw something else — the shattering of the "apathetic Huntingdon Countian" stereotype.

The 150 diplomas issued were representative of an effort far greater than that of simply taking a test. Behind each piece of parchment was the spirit of community for it was

through the volunteer efforts of citizens from all facets of community life that made the GRADS program work in Huntingdon County. (The program which operated here was the only one of its kind in Pennsylvania.)

Everyone from organizers Geoffrey Lucas and Harold Kimmel on down sacrificed untold hours of their time to bring to as many of the 40 percent of Huntingdon County residents not having a high school diploma the opportunity to earn one. And there were volunteer instructors who provided the necessary lubrication to those who were rusty in some areas — volunteers like Paul Moore of the Huntingdon Area School District, who administered the tests, and Daily News People and Pastimes Editor Amy Christopher who not only supervised the Juniata

Valley site but also that at Mount Union and who, in addition, took the program to Head Start Mothers two mornings each week. Mrs. Christopher's dedication to the program was given special recognition during the graduation ceremony.

Then there were the students themselves — no apathy there. On evenings when it would have been far easier to sit back, kick their shoes off and watch television, they were devoting their time to "finding the unknown" in algebra problems, correcting comma splices and learning parallel structure.

Those who persevered and stayed with the program — either through the lessons published in *The Daily News*, the study modules, or at one

of the several study sites provided — and successfully passed the test, were awarded General Equivalency Diplomas, physical proof of their accomplishment, at last night's ceremony.

Presiding over the Commencement program was Harold Kimmel, field director for the Pennsylvania Department of Education and one of the project's organizers. Geoffrey Lucas, the project's other organizer and an instructor at the State Correctional Institution at Huntingdon, was on hand to pay tribute to GRADS volunteers.

Education Sustains Democracy State Treasurer R. Budd Dwyer, keynote speaker, stressed the important role education plays in sustaining democracy. "We cannot

(Cont'd on Page 2)

GRADS

(Cont'd from Page 1)

have democracy without education," he said, "for without education one cannot perceive the difference between issues and therefore cannot knowledgeably cast a vote. Education is becoming more and more important as we develop into a technological society and issues become more and more complex."

Graduates sharing the podium were Alma Lantz, who offered the welcoming address, and Carl Middaugh, who closed the program.

Presenting the students' perspective on the GRADS project was graduate speaker Dorothy Smith who related the emotions and decisions involved in returning to school after 43 years' absence.

Platform guests were the Rev. Albert M. Haught who invoked the blessing and offered the benediction; Ronce Lucas, GRADS secretary; Dr. Harry Weist, instructor; Kimmel, Lucas and Dwyer.

Greetings from Senator Robert Jubelirer, who could not attend as the legislature was in session, were read by his designated representative John Neumann of Mount Union.

The presentation of diplomas was overseen by Kimmel and Lucas.

Following the program, graduates and their guests were treated to light refreshments provided courtesy of McDonald's, volunteers and several area clubs and service organizations.

Attending Graduates

Of the 150 persons earning their diplomas, 74 were able to attend the graduation exercises. On hand to receive their diplomas were the following:

Brenda Barron, Evelyn Booher, Lola Brown, Valena Carper, Mary Lou Carson, Elsie M. Clippinger, Ruth M. Covert, Donna Kay Detwiler, Laura Dixon, Fred Drake, Margaret Duvall, Suzanne Fessler, Helen Figard, Jeanné Fish, Delores Flasher, Donna Flasher, Karen Flasher, M. Marlene Fleming, Dawn Ann Frew, Wilma L. Glunt, Roxana Grubb, Marian Hall, Mary Hammond, Nancy Heas, Linda Hobbie.

Edith Hockenberry, Helen Hockenberry, Catherine J. Hunt, Caroline D. Kelly, Sandra J. Kern, Janice Kill, Debbie Kurtz, Mabel Kurtz, William S. Kyle, Alma Lantz, Debra Gayle Masood, Cecelia R. McGhee, Carl Middaugh, Carolyn A. Miller, James Miller, Nancy Miller, Betty Muckle, Patricia Nell, Richard Patterson.

Dorothy Peck, Linda Port, Anna M. Price, Mary Jane Price, Fay P. Riley, Kathleen Ronk, Lois Sager, Joyce E. Sample, LaDonna Schienck, Janice C. Scott, Eleanor Shaffer, Lovey Shaffer, Blanche Shaw, Geraldine Sheffield, Tona Skipper, Carol Smith, Dorothy Smith.

Hilda Snyder, Patricia Snyder, Susan Summers, Delores Thomas, Olive Uchsh, Margaret Walte, Charlene Walker, Amelda Weaver, Barbara Weidel, Nancy Whitesel, Eva Williams, Christine Worthy, Colleen Yelter.

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Way to go, Gram!... Mom!" GRADS graduation big thrill

By JO McMEEN

Oiler Hall on the Juniata College campus was alive and aglow the evening of June 25 when families and friends of the unique "GRADS '84" class gathered for the graduation ceremonies. Your ATJ reporter has covered many commencements, especially those at Southern Huntingdon County High, and there was the same exciting ambience in the hall and among the audience.

But this time, mothers, fathers and grandparents were receiving their high school diplomas, and it was their children and grandchildren who crowded the aisles and in front of the stage to snap pictures.

"Love You, Mother!"

One proud son came all the way from Florida to attend!

And it was obvious that the Commonwealth of Pennsylvania was aware of the GRADS project and keenly supported it. Speaker of the evening was R. Budd Dwyer, treasurer of the Commonwealth, who personally shook the hand of each graduate after he or she had been handed diplomas by the co-directors of GRADS, Harold Kimmel and Geoffrey Lucas.

"Round Of Applause!"

Every one of the 150 graduates (that number includes those who completed the program successfully at the State Correctional Institution Huntingdon) received a round of applause from family and friends on hand, as well as those who had supported the project when it was first suggested last summer.

Traditionally newspapers tend to over-estimate the number of persons in attendance at an affair, but I think in the report on June 26 the number was low. My guess would be 550 people, for there were many people in the balcony, and it gave me a thrill as the calls came out, "Way to go, Gram!" "Way to go, Mom!"

Dream Come True

GRADS, as most people know, was the dream-child of Harold and Geoff. They were startled to learn, after a 1980 census survey, that more than 40 percent of Huntingdon County residents do not have high school diplomas. They put their heads together in many brain-storming sessions, and out of them all developed GRADS, Grass Roots Alternative Diploma Study.

Sure, there's a General Equivalency Diploma program available, but it's tied in with Blair County and recently it hasn't stirred non-diploma holders the way it should have or might have.

But GRADS did.

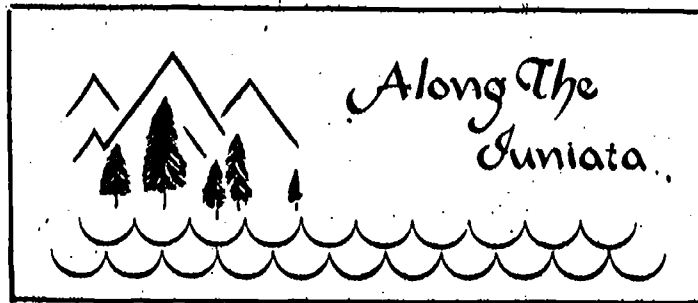
"Good Thing"

When potential students realized they could get the lessons on Huntingdon TV Cable, or in The Daily News, with individual help at many sites throughout the county, they knew a good thing and took advantage of the opportunity.

That was an evening of thrills, for the graduates and spectators, who had come to rejoice with them for all their months of long, hard work.

"Congratulations!"

Honor graduates, those who had attained a score of 300 or higher on the GED examination, were listed in the program: Laura Dixon, Jeanne Fish, Mary Hammond, Theodore Herbert, Catherine Hunt, Alma Lantz, Carl Middaugh, Lovey Shaffer, Deborah Wolcott and Colleen



Yetter.

One of the speakers, Carl Middaugh, mentioned Rufus Jones in his address, and I spoke with him later about this man. He was a great Quaker, professor at Haverford College for many years, and I wondered how he had come across Jones's quote. (In a religious publication.)

How Come?

Carl told me a funny incident. After the graduation, a young man came up to him and said, "Are you a Quaker?" and when he said, "No, I'm just a plain Christian," the man walked away. When I explained Rufus Jones' background to Carl, he understood the man's question, but we both puzzled over his abrupt departure.

One of the graduates, Carol Smith, is a long-time acquaintance of mine.

We usually meet at the Huntingdon County Fair, where Carol is a traditional blue ribbon winner, and she loves to tell me about her bright, talented kids. But this was Carol's night, and it was the kids' turn to brag about Mom.

All Around

Heartiest congratulations to everyone who graduated, and all those associated with the successful program. It was intended as a "one of a kind," but we all hope there will be renewed interest in GED in Huntingdon County, and maybe the four school districts can come up with a united program.

But GRADS isn't over really — it has sparked interest throughout the nation and its influence will be widespread.

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Commonwealth of Pennsylvania
DEPARTMENT of EDUCATION

PROJECT "GRADS"

CERTIFICATE OF APPRECIATION

IN APPRECIATION AND RECOGNITION OF YOUR SERVICES AND
CONTRIBUTIONS THAT CONTRIBUTED GREATLY TO THE SUCCESS
OF PROJECT "GRADS", THIS CERTIFICATE IS AWARDED TO

THIS DAY OF , 19

Geoffrey S. Lucas
Co-Director

Harold S. Kimmel
Co-Director

"GRASS ROOTS ALTERNATIVE DIPLOMA STUDY"
A 310 PROJECT